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BY- HILL, IONE A.
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PREPARED BY THE LOUISIANA STATE DEPARTMENT OF PUBLIC EDUCATION, THIS KINDERGARTEN GUIDEBOOK IS INTENDED TO PROVIDE DIRECTION AND ASSISTANCE IN THE IMPROVEMENT OF EXISTING PROGRAMS AND IN THE ESTABLISHMENT AND DEVELOPMENT OF OTHERS. THE FIRST OF FOUR PRINCIPAL SECTIONS INCLUDES (1) A SUMMARY OF THE RATIONALE, HISTORY, AND STATUS OF KINDERGARTEN EDUCATION IN THE UNITED STATES AND IN LOUISIANA, (2) LOUISIANA ACCREDITATION STANDARDS AND TEACHER CERTIFICATION REQUIREMENTS, (3) ENUMERATIONS OF THE CHARACTERISTICS OF KINDERGARTEN CHILDREN AND OF THE PROFESSIONAL AND PERSONAL QUALIFICATIONS OF TEACHERS, (4) GENERAL DISCUSSIONS OF KINDERGARTEN READINESS, THE HOME-SCHOOL RELATIONSHIP, THE ATTRIBUTES OF A SUITABLE HEALTH PROGRAM, AND THE KEEPING OF RECORDS AND REPORTS, AND (5) DESCRIPTIONS OF TYPICAL FULL- AND HALF-DAY PROGRAMS. THE SECOND SECTION, CONCERNED WITH THE CONTENTS OF A PROGRAM OF CONCEPT DEVELOPMENT, ENUMERATES APPROPRIATE PROGRAM ELEMENTS IN (1) THE LANGUAGE ARTS, (2) SOCIAL STUDIES, (3) SCIENCE, (4) MATHEMATICS, (5) ART, (6) MUSIC, AND (7) PHYSICAL EDUCATION. REQUISITE AND DESIRABLE PHYSICAL FACILITIES AND EQUIPMENT ARE THE SUBJECT OF THE THIRD SECTION. THE LOCATION, SIZE, AND ARRANGEMENT OF THE CLASSROOM ARE DISCUSSED. SUGGESTED MATERIALS, FURNISHINGS, EQUIPMENT, AND SUPPLIES ARE LISTED. THE CONCLUDING SECTION OF THE GUIDEBOOK CONSISTS OF A BIBLIOGRAPHY AND LISTS OF SOURCES OF INFORMATION AND SUPPLIES. (JS)

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KINDERGARTEN GUIDEBOOK

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Prepared by

Ione A. Hill
Supervisor, Elementary Education

Under the Direction of

G. C. Gibson
Director, Elementary Education

WILLIAM F. BEYER, JR.
ASSISTANT SUPERINTENDENT
CURRICULUM AND INSTRUCTION

and

M. E. WRIGHT
DIRECTOR OF INSTRUCTION

Issued by

STATE DEPARTMENT OF PUBLIC EDUCATION

WILLIAM J. DODD
SUPERINTENDENT

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PREFACE

The purpose of this bulletin is to present a guidebook of information for kindergarten teachers. It is quite evident that parents and educators have become increasingly aware of the values of educational experiences for young children. The great need for these experiences cannot be overemphasized since they will contribute to an enriched year of living and readiness for formal school life.

Recognizing the importance of kindergartens, the One Hundred Man Curriculum Study Committee recommended the establishment of tax supported public kindergarten programs which shall meet standards and certification established by the State Department of Education.

I hope that this publication will assist educators in defining goals for kindergarten education and enable teachers to cultivate the roots of learning that will be significant to the entire lives of individuals.

WJDodd
William J. Dodd
State Superintendent of Public Education

FOREWORD

Educational experiences for children under six require a carefully planned program of activities centered around the needs of young children. Therefore, this bulletin was prepared to assist kindergartens by providing broad program content, incorporating principles of child growth and development.

Significant changes have been made in the content and methods of kindergarten education in recent years as new knowledge and insights about young children's learning potential have emerged. Since the learning experiences of kindergarten children must provide the conceptual base for learnings which will be significant later as well as now, this bulletin incorporates some appropriate, everyday experiences for five-year-olds that may be utilized to bring about important learnings.

In some parishes of Louisiana, kindergarten programs in public schools, private, and church-operated schools are well established, with the public programs receiving services on a parish-wide basis. In others, programs are in various stages of development and require direction and stimulation to make them available to all children. To give such direction and assistance, this bulletin is published by the State Department of Education as a part of its responsibility for kindergarten education.

William F. Beyer, Jr.
Assistant Superintendent
Curriculum and Instruction

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Dr. Juliana Boudreaux, Director
Kindergarten and Primary
Orleans Parish Schools

Mrs. Mary Lou Pierson Brown
Analyst, Elementary Education
State Department of Education

Mrs. Doris Coates, Teacher
Magnolia Woods Elementary School
East Baton Rouge Parish Schools

Miss Willie Fletcher, Professor
Home Economics
Louisiana Polytechnic Institute (Ret.)

Mrs. Felicia McClure, Supervisor
Primary Education
East Baton Rouge Parish Schools

Mrs. Lavinia McNeely, Supervisor
English and Language Arts
State Department of Education

Mrs. J. L. Perkins, Supervisor
Elementary Education
East Baton Rouge Parish Schools (Ret.)

Mr. Hoyt Reed, Supervisor
School Housing and Surveys
State Department of Education

Dr. Helen Richards, Head
Department of Elementary Education
Grambling College

Miss Mable Ross, Supervisor
Primary Education
Calcasieu Parish Schools

Mr. Charles E. Sutton, Supervisor
Elementary Education
State Department of Education

Mrs. Bennie Melle Thompson, Teacher
Clara Hall Elementary School
Monroe City Schools

Mrs. Jean B. Wattigny, Analyst
Elementary Education
State Department of Education

Mrs. Harry H. Winters
Pre-School Chairman
Louisiana Parent Teacher Association

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1

WHY HAVE A KINDERGARTEN

The education of children begins in the home. However, the growing complexity of society makes it increasingly difficult for the home to afford children the wide scope of experiences imperative for living in that society. Since the necessity for guided learning experiences for children of preschool age should be met before they enter the first grade, most parents and teachers have found that a kindergarten which is well-planned, yet has a flexible curriculum, offers splendid opportunities for enriching and aiding development in all facets of the child's personality.

The kindergarten has been commonly accepted as the beginning step of the educational program in the elementary school. Kindergarten is a time and place for growing. It is not just a year of settling down and learning to sit still, to follow instructions and to mind so as to be theoretically ready for a rigorous attack on the three R's the following year. It is concerned first and foremost with the natural sequential development of children. It is a workshop situation with a planned rhythm of work and rest designed to promote such development.

The kindergarten can lay a good foundation for subsequent skill teaching if it does not impose upon the child's readiness for the experience. Premature and relentless insistence upon performance not in agreement with the child's growth dulls both the ability and the will to learn.

The purpose of the kindergarten is to give early help to children in doing better the things of life they have to do anyway:

gain and hold affection ("He's my friend.")
grow in independence ("I can do it.")
build self-confidence ("Watch me.")
take responsibility ("I'll clean it up.")
learn to share ("We'll take our turns.")
learn to cooperate ("Let's build a garage.")
solve problems satisfactorily ("We need a sign.")
retain their natural curiosity ("What's that?")
conform to necessary routines ("It's clean-up time.")
acquire desirable attitudes towards authority ("We can't. It's a rule.")
keep alive their zest for learning ("My stringbeans are th--is high.")

The kindergarten should help in the early identification of children's physical, social, and emotional needs. It should enrich and supplement family experience.[1] A good kindergarten provides a gradual and planned transition from the child's limited experiences in the home to the complex, more challenging environment of the larger society. Through guided experiences, children develop beginning skills in the process of thinking and problem solving at their levels of maturity. The whole program of the kindergarten centers its efforts on the wholesome development of the personality of the child, the futherance of sound mental health, the self-actualization of each individual, and his adjustment as a member of a peer social group.

"Much is known about the impact of early experiences upon the emotional and intellectual life of the child. These insights interpreted and understood in the context of modern society can contribute to defining a kindergarten curriculum that will help children move toward greater understanding of the world in which they live."[2]

---

[1] Kindergarten Guide, San Mateo County, California.
[2] Helen F. Robison and Bernard Spodek, New Directions in the Kindergarten, Teachers College Press, Teachers College, Columbia University, New York, 1967.

The influence of kindergarten experience on first-grade success of children is pointed out by Dr. Carl F. Hansen, District Superintendent of Schools, Washington, D.C., who reported, "As a group, *youngsters who had a year of kindergarten scored three times higher on the same test* (Metropolitan Readiness Test) *given to children who had not had the opportunity to attend kindergarten*."

"*This is a high price that the children who couldn't attend kindergarten have to pay for the failure of the community to provide teachers and space for them*."

Deutsch expects that "children who have specially designed group experience during the year before school entry will show measurable advantage in reading achievement and general intelligence over both children who had a preschool experience in unenriched day care and children with no preschool group experience. He expects that the greatest difference will show at the third grade. Other investigators are reporting very positive results from special enrichment programs."[3]

The assumption guiding early childhood education is that rich experience enhances a child's intellectual activity, self-assurance, social skill, and hence the potential for his academic achievement.

---

[3] Martin Deutsch. "An Enrichment Program for Preschool Children." *Annual Report*, 1962. New York: Institute for Developmental Studies, Department of Psychiatry, New York Medical College.

Studies of the influence of kindergarten on the progress of pupils in schools have revealed that a significantly higher percent of the kindergarten group made normal or accelerated progress as compared with first grade entrants. Furthermore, where children are admitted in first grade there is a very much larger percentage of nonpromotion or failure at the end of the first grade, than there is for children the same age who have the advantage of a year in kindergarten. Generally, retardation or nonpromotion beyond the first grade is much greater for the grade one group than for the kindergarten group.

A more significant factor, however, is the effect of failure on young children. Today, we can discuss only the amount of failure. We have no adequate means of measuring its effect on the child's mind, his emotional outlook, his attitudes toward school, his ambitions. But every intelligent parent who has watched his child struggling with work he could not do, repeating work for which the zest was gone, will support the thesis that the moral effect of school failure is a more significant factor than the financial consideration involved.

There is abundant evidence, obtained from many years of observation and research, to show that the kindergarten offers many educational advantages in this crucial formative stage of a child's development. It also helps children learn how to work and live together. Many parents even under the most favorable conditions find it difficult to provide for their children enough of the continuous daily living and working with others the same age under skilled supervision. Children also learn how to live more independently. The kindergarten sets the stage for maximum learnings in social relationships and for developing concepts conducive to later learning.

BACKGROUND AND STATUS OF THE KINDERGARTEN

"Early childhood education is not new; it is centuries old. In the writings of the ancient Greeks and in both the Old and New Testaments, the importance of early childhood education was recognized as a great influence in the life of an adult and his achievements."[1]

About 400 B.C. Euripides said, "Whoso neglects learning in his youth, loses the past and is dead for the future." And Plato stated, "The direction in which education starts a man will determine his future life." There are many Biblical admonitions on the education of little children such as, "Train up a child in the way he should go: and even when he is old he will not depart from it." Alexander Pope wrote, " 'Tis education forms the common mind: Just as the twig is bent the tree's inclined."

History of the Kindergarten Movement

Influenced by such educators as Comenius, Locke, Rousseau, and Pestalozzi, Friedrich Froebel, (1782-1852), established the first kindergarten--Child Garden--in Germany in 1837.

The Italian physician, Maria Montessori, (1870-1952), writing, teaching, and lecturing on her "method" of teaching young children, had a tremendous following in Europe and, to a lesser degree, in America. American kindergartens, generally speaking, reflected Froebel's thinking more strongly than Montessori's, though many of the Montessori materials and ideas have been incorporated in American kindergarten programs.

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[1] National Education Association, Department of Elementary School Principals, Those First School Years, N.E.A., Washington, D.C., 1960, page 218.

In America the first kindergarten, a private one, was set up by Mrs. Karl Schurz in Watertown, Wisconsin, in the year 1855-56. Other private kindergartens sponsored by churches and social welfare agencies were established from the east to the west coast of the United States. The first city in the United States to incorporate kindergartens into its public school system was St. Louis, Missouri, in 1873.

Louisiana was one of the pioneer states in the kindergarten movement. Kindergartens were instituted in the Orleans Parish Schools about 1882, whereas, many other large cities in the United States are only now providing them.

The Status of the Kindergarten Today

Through the years there have been times when the kindergarten has been threatened because of false ideas of economy, but parents, citizens at large, teachers' groups, and many other friends of the institution have rallied to its defense and it now seems to be more securely entrenched in its rightful place as an integral part of the system of public education.

Hazel Gabbard[2] discusses the important contributions of a number of national organizations on behalf of young children.

"A most significant trend in the early childhood education field is the support national organizations are giving to the extension and improvement of education for young children. Their efforts are directed toward creating a better understanding of early childhood education and its values for children, as well as taking action to obtain educational opportunities for young children where they do not exist or securing additional funds to provide better programs. National groups may center their activities on seeking needed legislation, working for better facilities and staff, making surveys of coverage and gaps in the provision of early childhood programs, or building public understanding to help bring about the desired goals.

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[2] Quoted from "Status and Trends in Early Childhood Education," by Hazel Gabbard, a chapter in Those First School Years, Department of Elementary School Principals, National Education Association, Washington, D.C., 1960, pages 237-238.

"Among the principal organizations which are actively engaged in the downward extension of education are:

The American Association of School Administrators
National Association for the Education of Young Children
The American Association of University Women
The Association for Supervision and Curriculum Development, NEA
The Department of Elementary School Principals, NEA
Division of Kindergarten Education, U.S. Office of Education
National Kindergarten Association
The National Congress of Parents and Teachers
The Association for Childhood Education International
The Southern Association for Children Under Six

"Other groups have presented similar plans for action, among them the following:

Council of Chief State School Officers
National Council of State Consultants in Elementary Education
The National Education Association's Department of Elementary-Kindergarten-Nursery Education

"Each, through its channels of communication and activities, is giving high priority to early childhood education."

Encouraging Trends in the United States

When 7,000 citizens voiced their beliefs and goals for children and youth at the 1960 White House Conference for the decade ahead, early childhood education received special consideration. Among their recommendations, they asked that free public education be extended downward and upward to include kindergarten through the community college; also, that kindergartens be made an integral part of the tax-supported school system in all communities. Likewise, at the 1965 White House Conference on Education, the importance of elementary education, including one, and preferably two years of kindergarten for all children was emphasized.

In a statement released May 31, 1966, the Educational Policies Commission recommends that all the nation's children begin school at age four. "With universal early childhood education," the Commission states, "almost every child would have a higher starting point in knowledge and developed ability."

In charting the development of school legislation for young children, a progression in the action taken by states over a period of years may be observed. First, there is enabling legislation to establish kindergartens and to provide for the use of local funds for them. All states with the exception of one have done this. Second, the state provides state money for kindergartens. Twenty-three states, including Louisiana, have state aid for these programs. Third, the state authorizes local schools to establish kindergartens and to use their own funds for them or to receive private funds for this purpose. There are seventeen states which can do this. Fourth, the state authorizes local school boards to use state and local funds for kindergartens or other similar programs for children below six years of age. Thirteen states have such legal authority. Recent reports in the U.S. Office of Education show that seventeen states have some type of formal program of approval or accreditation for public schools; six other states have approval on a district basis which includes elementary schools.

A further step taken to provide educational programs of quality for young children has been voluntary or mandatory registration and approval of nonpublic schools. In twenty-four states such provision has been made. In some instances, the authority to approve nonpublic schools for young children has been through action of the state board; in others, it has been established by a statutory provision or amendment to the state school code.

In the last few years, a number of books, pamphlets, and articles have been written on kindergarten education and one finds a considerable core of agreement on basic objectives. The influence of "the child development point of view" may be felt and the knowledge gained from a large body of research on the normal development of young children has served as a sound basis for the development of kindergarten programs.

Recent research in child development has concentrated on investigations of the learning process of young children, and many publications reflecting this interest have appeared of late. Newer investigations and current views of children's cognitive abilities and needs are now firmly supporting the young child's need for intellectual content in school programs.

The interest in new programs for young children has resulted in serious thinking about how content can be selected for their use and what elements of content in various fields are especially relevant, basic, and essential to later learning.

The intensive remedial work of recent years with children who have experienced failure in school, who are dropouts or delinquents, has emphasized the potential significance of prevention of learning difficulties. This, consequently, has focused increased attention on early childhood programs.

Encouraging Trends in Louisiana

"A Blueprint for Progress in Elementary and Secondary Education as Recommended by the One Hundred Man Curriculum Study, Part 2, 1966," contains the following statements of Sub-committee thirteen on "Extended and Expanded School Programs and Services":

> The five-year-old is at an impressionable age and his experience in kindergarten is valuable in formation of attitudes toward learning, toward school, and toward life.
>
> The kindergarten child is ready to extend his home environment and to incorporate a wider circle of experience which includes kindergarten.
>
> Research studies support the fact that a child's kindergarten experience affects his later school success.
>
> Recognized authorities in the field of early childhood education attest to the positive effectiveness of kindergarten experiences.
>
> Demonstrated value of the program is evidenced by the large number of private and parochial kindergartens existing throughout our state.
>
> Forty of the fifty states give public support to kindergartens.

Recommendations

The Committee on Extended and Expanded School Programs and Services recommends the establishment of tax supported public kindergarten programs. It is inherent that the program shall meet standards and certification recommended by the State Department of Education with the assistance of the Association for Childhood Education and Elementary-Kindergarten-Nursery Education Department of the National Education Association. This recommendation was adopted by the entire One Hundred Man Curriculum Study and was approved by the State Board of Education.

THE KINDERGARTEN IN LOUISIANA SCHOOLS

Legal Status and Standards for Accrediting Nursery Schools and Kindergartens

Louisiana's legislation concerning kindergartens is permissive in nature and allows school boards to establish kindergartens for children between the ages of four and six years if available funds permit them to provide this type of educational facilities for their young children. Some parishes have included kindergartens in their school systems.

The State Board of Education approved standards for accrediting nursery schools and kindergartens in July, 1945. Any kindergarten, public or private, desiring approval by the State Department of Education must meet these standards, complete an annual report form, and send it to the State Department of Education, along with a request for a visit by a committee of personnel of the Elementary Section of the Department. When kindergartens meet these standards for approval, they are listed in the Louisiana Directory of Schools.

State funds are available for public school kindergartens in the same way as for grades 1-12.

Circular No. 2398, Bulletin No. 741

STANDARDS FOR ACCREDITING NURSERY SCHOOLS AND KINDERGARTENS IN LOUISIANA

I. ENROLLMENT

1. Nursery-school age shall be defined as beginning at 2 years and 8 months.
2. Kindergarten age shall be defined as beginning at 4 years and 8 months.
3. The maximum enrollment of a nursery-school unit shall not exceed 20 children.
4. The maximum enrollment of a kindergarten unit shall not exceed 25 children.
5. Schools may maintain as many units as are needed to provide for the children enrolled.
6. Maturity groupings are recommended where several units are operated.

II. STAFF

1. The head teacher of an approved nursery school or kindergarten shall meet the certification requirements as set up in Bulletin 746.
2. For each separate unit of an approved nursery school or kindergarten, the following staff is required:
    a. A head teacher meeting the certification requirements as referred to in No. 1 immediately above.

    b. At least one assistant who may be a certificated nursery-school teacher.

    c. Sufficient teaching staff to assure a minimum of two persons on duty at all times.

    d. Consultative accessibility to a health unit, doctor, or registered nurse.

    e. Consultative services of a dietician if meals are served and if no regular staff member has training in nutrition.
3. Each staff member (whether teacher, assistant, janitor, or cook) in an approved nursery school or kindergarten shall submit annually to a physical examination. The staff member shall procure from the medical examiner a certificate attesting to the absence of contagious or infectious diseases, including tuberculois, typhoid, dysentery, all forms of

venereal diseases, and active malaria. The certificate shall also show that the person has been vaccinated for smallpox.

III. HEALTH

1. Upon enrollment in an approved nursery school or kindergarten, each child shall present a doctor's certificate attesting to immunization against smallpox, diphtheria, and whooping cough and to the absence of all other infections.

2. Upon daily arrival at the approved nursery school or kindergarten each child should be examined by a nurse or other qualified person for symptoms of common cold or other apparent infections. Any child showing such symptoms shall be excluded from the group until symptoms disappear.

3. Any child showing signs of illness while in attendance at an approved nursery school or kindergarten shall be promptly isolated and kept apart from the group until he can be sent home.

4. In the event of known exposure to a contagious disease the child shall be excluded from an approved nursery school or kindergarten for the remaining portion of the incubation period deemed advisable by the local health authorities.

IV. PLANT AND EQUIPMENT

A. Plant

In an approved nursery school or kindergarten the plant shall conform to the following specifications:

1. The location shall be safe and convenient, some of the requirements of which are the following:
    a. It should usually be on the ground floor of the building.
    b. It should never be above the second floor of the building.
    c. It should never be in a basement room unless the room is warm and damp proof.

2. The plant shall conform to all state and local building, sanitation, and fire regulations with regard to safety and sanitation.

3. Protective barriers shall be erected around stoves, steam pipes, and hazardous windows. All openings shall be screened. The floor shall be easily cleaned, warm, and free from splinters.

4. Indoor play space shall include a minimum of 35 sq. ft. of floor space and 300 cu. ft. of air space per child.

5. To provide sufficient light and ventilation, there shall be at least one-fourth as much window area as floor area. Provision shall be made for adequate artificial lighting.

6. An indoor temperature of from 70-75° Fahrenheit shall be maintained--the thermometer being placed at a level not exceeding the height of the shoulders of the children.

7. Accessory space shall be provided to include the following:

    a. A toilet and washroom easily accessible to playrooms and playground.

    b. A kitchen large enough to provide adequate space for cooking, serving, refrigeration, storage (closed shelves), and dishwashing.

    c. Sufficient open lockers or hooks so placed that each child's clothing may occupy a separate compartment. (Hooks should be low enough to be within the child's reach.)

    d. Special space for morning inspection, for isolation, for teachers' rest room, and for storage of equipment, records, and files.

8. Outdoor play space shall include a minimum of 75 sq. ft. of space per child. It shall be fenced and separated from areas used by other children. It shall provide both shady and sunny areas during the morning and the afternoon. A part of the outdoor play space shall be usable in wet weather, such as a porch.

B. Equipment

1. Play Equipment

An approved nursery school or kindergarten shall have at least two types of equipment in each of the following categories:

a. Large muscle-building materials--swings, walking boards, packing boxes, kegs, apparatus to climb, push and pull toys, mobile toys (tricycles, wagons, etc.).

b. Construction and experimental materials--sand, clay, paints, crayons, paper and pencils, blocks.

c. Material for dramatic play--dolls, housekeeping equipment, transportation toys (trains, airplanes, trucks, etc.), toy animals.

d. Aesthetic experience materials--books, pictures, music equipment.

e. Nature materials--pets, garden plots.

2. Equipment for routine procedures

    a. If meals are served in an approved nursery school or kindergarten, tables and chairs of proper height and size to enable the child's feet to touch the floor shall be provided. Table service shall include a plate or bowl, a glass or cup, a spoon, and a fork for each child.

    b. If children spend more than three hours at the approved nursury school or kindergarten, sleeping equipment for each child shall include a washable cot, individual sheets, and adequate covers.

    c. In an approved nursery school there shall be one toilet (open front seat if possible) for each ten children and one washbowl for each ten children. The toilet shall be not more than 12 inches above the floor or platform, the washbowl not more than 24 inches above the floor or platform.

    d. In an approved kindergarten there shall be one toilet for each 20 children and one washbowl for each 20 children.

    e. Each child's individual toilet articles (such as individual towel, wash cloth, and comb) shall be kept clean and separate from others.

3. If meals are served in an approved nursery school or kindergarten, the kitchen shall be equipped with safe stove, adequate cooking utensils, running water, either ice or mechanical refrigeration, and provision for sanitary disposal of garbage.

4. An approved nursery school or kindergarten shall be equipped with sufficient first aid materials to provide for the treatment of common cuts, brush burns, removal of splinters, etc.

V. PROGRAM AND PARENT-TEACHER RELATIONSHIPS

The following suggestions are listed for the arrangement of a daily program in an approved nursery school or kindergarten:

1. There shall be reasonable regularity, with a similar sequence of events for the children from day to day; that is, regular daily provision for play, for eating, for resting, for toileting, for washing, etc.

2. The daily schedule should be sufficiently flexible so that children might move in groups of 2 or 3 through routine activities.

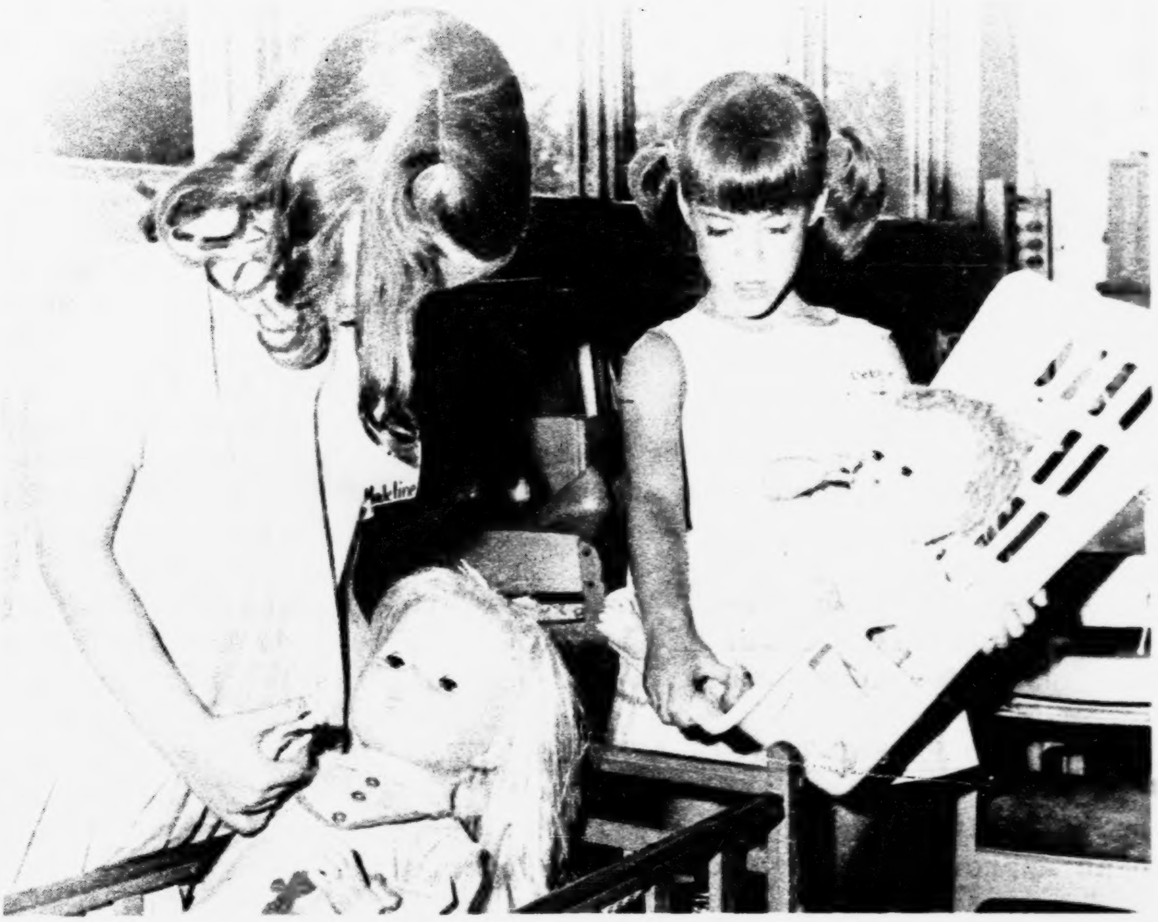
3. Children should be encouraged to accept responsibility for their own care and should be allowed ample time for this purpose.

4. There should be ample outdoor activity, the amount depending upon weather conditions.

5. There should be opportunity for the child to play alone or with other children and to work out good social relationships on his own level.

6. The staff members should make every effort to understand and to meet the social and emotional needs of each individual child.

7. The members of the staff should consult with the parents individually, in groups, and by transmission of records based on observation.



CERTIFICATION OF TEACHERS

(Bulletin 746, Page 19)

Professional and Special Education for Kindergarten Teachers

An authorization to teach at the kindergarten level will be added to the certificate for teaching in the elementary grades for those teachers who have completed at least 6 semester hours in specialized work for the kindergarten and have had three years of successful teaching experience.

Elementary teachers without experience must add 6 semester hours of specialized kindergarten training plus 3 semester hours of kindergarten student teaching to qualify for kindergarten certificates.

A kindergarten certificate will be granted to a person with a master's degree in early childhood education who has been trained in an institution which is well recognized for its kindergarten program.

Professional and Special Education for Nursery-School Teachers

An authorization to teach at the nursery-school level will be added to the certificate for teaching in the elementary grades for those teachers who have completed at least 6 semester hours in specialized work for the nursery-school and have had three years of successful teaching experience.

Elementary teachers without experience must add 6 semester hours of specialized nursery-school training plus 3 semester hours of nursery-school teaching to qualify for nursery-school certificates.

A nursery-school certificate will be granted to a person with a master's degree in early childhood education who has been trained in an institution which is well recognized for its nursery-school program.

KINDERGARTEN READINESS

What is Readiness

The home and the community are recognized as effective educational agencies for the early education of children. Some parents, however, have always looked to the school as the educative agency without fully realizing the influence of the home on the preschool child. They look forward to the day when their children are ready for school, not realizing that being ready for school has greater significance than being chronologically five or six years old. It is generally conceded that readiness is a cumulative developmental condition depending upon the combined operation of a number of related factors.

Jersild states: "The child development approach is many-sided. It sees the child not simply as a mind to train or a body to be kept in good repair, or a bundle of emotions to be studied. Rather, it sees the child as embodying many characteristics which interlock and interact upon one another in countless ways."[1]

Each child is a separate and distinct organism going forward at his own rate and in his own way, and making his own unique adaptations to the world about him. The teacher needs to study each child as an individual in order to understand him and to guide him in his all-round development.

The Impact of the Child's Self-Concept on His Learning and Developing

In the early years of childhood, a child's view of himself has a profound effect on how he functions now and during later school years; in fact, throughout his whole life. The young child is confronted with daily social-personal conflicts which must be resolved favorably in order for him to develop needed facets of his personality. If the conflicts are resolved adventitiously, the child will move forward with good feelings and confidence in himself and others, and in his abilities to accomplish in new areas of exploration. As the child's positive concept of self develops, it becomes a bulwark for future development. He will feel free to become the person his potentialities and environment allow.

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[1] Arthur T. Jersild, and others: Child Development and the Curriculum, New York; Bureau of Publications, Teachers College, Columbia University, 1946.

Above all else, the kindergarten teacher must accept, respect, and attempt to maintain the individuality of each child; refrain from reducing him to a common mold or making him an image of the teacher's self.

All learning becomes increasingly zestful for children as they learn to relate themselves to others and, at the same time, maintain their individualities. When the kindergarten environment is stimulating, meaningful and satisfying, the likelihood of failure and dropouts in later years is minimized.

The kindergarten teacher should encourage warm human relationships which reduce isolation, fear and withdrawal. To develop such relationships she should recognize and appreciate unique attitudes and performance; maintain openness in values, ideas, and processes; learn to give praise and demands in just the right amounts; realize that although sometimes a child's actions are socially unacceptable, it is the actions--not the child--that are censured. Often the disapproval of the teacher is a very difficult burden for a child to bear. Merely scolding the child or making him feel that what he did was "bad" will not help him, unless he develops new understandings and perceptions. The wise teacher tries to help the child evaluate his conduct, to cope with frustration and to move forward with increasing confidence and initiative.

The teacher should recognize, or wish to develop, most of the following personal characteristics of children:

1. They should be normally happy and cooperative.
2. They should be teachable and enjoy learning new things.
3. They should be eager to enter into activities and enjoy them.
4. They should show a desire to experiment with materials such as paints, clay, sand, paper, and other materials, and to make things from these materials.
5. They should be independent and for the most part able to dress and care for themselves.
6. They should have ability to make themselves socially acceptable through the use of language. They should respond readily in conversation, speak clearly, and should have overcome baby talk.
7. They should have sufficient emotional stability to adjust to other children in the group and to be happy at school. They should show interest in children their own age.
8. They should have sufficient maturity to develop an increasingly longer attention span for listening and for activities.
9. Their gross motor control and coordination should be quite well developed.

What Parents Can Do to Prepare Children for Kindergarten

Parents can do a great deal to help their children have happy and successful experiences in kindergarten. They should:

1. Converse with and read to the child from infancy.
2. Create a happy attitude toward school, so that the child anticipates with pleasure his first school experience.
3. Help the child to learn the safety rules, especially in crossing streets. He should know the safest and shortest way home.
4. Teach the child to put on and take off his own wraps, and provide him with rubbers, galoshes, etc., that are large enough to make this easy for him.
5. Label the child's clothing and personal possessions.
6. Provide opportunities for the child to develop and carry out his own ideas in his play.
7. Help the child to realize that he is one of a family group and that there are times when others need more attention than he does. Provide opportunities for participation in family group activities,

such as helping in daily tasks and the responsibilities which are commensurate with abilities and maturation. Temper tantrums are apt to result when a very young child does not get what he wants immediately or when he is frustrated by a task which is too difficult for him to accomplish. By the time he is ready for school he should show a certain amount of reasonableness in his attitude towards others.

8. Help the child to learn to pick up and put away his own toys, books, and clothing. Pride in the neatness and cleanliness of his appearance and surroundings can be instilled at an early age.
9. Help the child to build good health habits by:
   a. Providing for nourishing meals at regular times.
   b. Providing for sufficient night sleep and relaxation times during the day.
   c. Providing for regular elimination routine.
10. Provide for a physical examination of the child before school entry.
11. Provide opportunities for the child to play with children of his own age.
12. Help the child understand that his teacher, principal, and all adults connected with the school are his friends. The parent and child should visit the school the spring before the child enters kindergarten in order to be familiar with the teacher, the school, the principal, and the kindergarten program. Parents should never threaten children by telling them what the teacher will do to them when they start to school.
13. Become active members of the preschool group in the school the child attends.
14. Discuss with the kindergarten teacher any physical, mental, social, or emotional condition which may affect the child's behavior and development.
15. Teach the child his full name, his parent's name, his telephone number, and his address.
16. Provide a consistently sound social environment. The feeling of belonging, and the sense of security are needed from birth and throughout life. The security found first in home, then later in the widening circle of people is necessary in the process of maturing.
17. Discourage "baby talk."
18. Provide the child with as many experiences as possible, such as a visit to the zoo, library, park, farm, and other available places in the community.

What the School Can Do to Prepare the Children for Kindergarten

1. Prepare a kindergarten letter or handbook and send it to parents of prospective kindergarten children, using such information as described in the part entitled, "What Parents Can Do to Prepare Children for Kindergarten."
2. Prior to the child's entry to school, arrange for:
   a. Tour of the schools.
   b. Visit to the kindergarten room.
3. Arrange for personal conferences with the parents which provide the teacher advance information concerning the child. These conferences should be continued at intervals throughout the year.

4. Allow time for the teacher to make home visits if the visits seem advisable.
5. Provide a room which is conducive to growth and learning. It should contain materials and such equipment as will lead toward resourceful, energetic, and interesting activities.
6. Employ a well-trained teacher. The teacher's enthusiasm and interest in her work are most important.
7. Encourage active participation by the kindergarten teacher and school principal in the preschool group of their district.

Education is a cooperative enterprise between parents and teachers. Neither group can do its most effective work without the help of the other. Mutual understanding and confidence between parents and teachers are, therefore, essential to the happiness and to the sense of security of the kindergarten child.

The basic philosophy of the kindergarten, simply stated, is that the years before six are crucial years. They are years in which a child should learn that he can trust his parents, his home, and the surrounding environment. He must learn, too, to trust himself for he is separate from other members of his family; that he can do things on his own, he can make choices, he can even make things happen; that he is an autonomous being, though limited in many ways by his immaturity and inexperience and is dependent on adults to furnish him opportunities to practice his growing skills and abilities, to motivate him through introducing new materials and ideas, and to give him guidance which will further his developmental progress; that learning is a child's business and that play is the facility through which this is accomplished. Children come to kindergarten wanting to grow--not needing to be pushed or prodded into maturity, but needing trained and interested teachers who understand the needs of children in general and are sensitive to the individual needs of the children whom they teach. Children thrive when the interrelatedness of development is respected.

CHARACTERISTICS OF KINDERGARTEN CHILDREN
and their
IMPLICATIONS FOR TEACHING

This section of the kindergarten curriculum guide has been set up to help the teacher keep in mind the fact that within any group of children there will be wide divergence in the needs and capabilities of its constituents.

Child development recognizes that all growth--physical, social, mental, and emotional--is continuous and follows an orderly sequence but goes on at varying rates of speed. Just as the rate of growth varies at different ages, so development does not occur at the same rate for all children. It is important, therefore, that expectations and experiences in the kindergarten be based on individual differences.

Prior experience is basic to learning. Just as children vary in stages of their physical development, so do they vary in their experiential background. Growth is cumulative; each stage of development influences what follows. The child who comes from a meager background needs to have many very simple kindergarten experiences, building upon whatever he may have brought from home and supplementing the experiences of his home.

To observe children with insight, to diagnose their abilities and needs, takes skill, time, knowledge of very young children and their development, and good materials with which to work. The teacher should fit her pace to the developmental stage of each child, using basic and simple materials on a level and of a content he can understand if anything approaching maximum development is to be achieved.

CHARACTERISTICS AND NEEDS OF FIVE-YEAR-OLDS

Characteristics	Needs
Physical:	
Muscular co-ordination underdeveloped.	Large pictures, crayons, paper, paints, clay, and other manipulative materials.
Large muscles develop control before the smaller muscles.	Plenty of space, time, equipment.
Motor centers of hand and fingers immature.	Free play on jungle gym, sand box; building blocks, large balls, rhythmic and running games, hopping, marching, skipping, clapping, and balancing.
Eye muscles still developing; are relatively farsighted and not ready for close, prolonged work.	Opportunities to fold, cut, paste, build blocks, pick up, squeeze, lace, tie, wind a spool, weave, tap, paint, color, model clay.
Speech patterns and articulation still developing.	Hear good speech, talk before group, sing.
Are very active, cannot sit quietly for more than a few minutes.	Listening experiences which are appropriate, profitable, enriching.
Personal Hygiene:	
Sleep 11 to 12 hours.	Quick-energy snack during the kindergarten session.
Eat two good meals a day, breakfast poor.	Drinking water easily available.
Take care of bathroom needs.	Frequent change of activities and opportunities for rest after strenuous activities.
May or may not be able to tie shoes, button, operate zippers.	Practice in buttoning, lacing, zipping, handling own wraps.
Health generally good, but subject to communicable diseases, cold, earache, and stomach ache.	Daily check on physical condition.
May pick at nose, ears.	Learn to cover coughs and sneezes, keep foreign objects and fingers away from mouth, nose, ears, eyes.

Characteristics	Needs
Personal Hygiene Cont'd:	Adequate light, heat, ventilation, space, sanitation.
Emotional:	
May be shy, selfish, overly aggressive. Need affection but not demanding. Are usually docile and timid under new situations. Have either expressed or harbored fears. Developing self-concepts.	Affection appropriate to the individual child. To develop self-confidence and courage by understanding that which he fears. Love and affection with firm and patient guidance. Friendly, wholesome classroom atmosphere where pupils and teacher plan together and evaluate co-operatively. Warm human relationships. To play games without strong competition. To gain peer status through successful experiences and teacher's acceptance, approval, and appreciation. To view himself as a worthy individual.
Social:	
Play and work in small groups--usually two to five children. Self-centered; tend to insist on self-focus. Like to be first--bigger than, better than. Desire group approval; wish to please teacher. Are becoming aware of social techniques. Take relatively poor care of possessions and property.	Opportunities to share, participate in group planning, practice courtesy, accept responsibility. Discussions of social skills and use of the skills. Recognition of individual worthiness by teacher and peers. To develop pride in the room, a "caring" attitude toward property and possessions.

Characteristics	Needs
Intellectual:	
Have little ability to deal in abstracts.	Many sensory experiences.
Are capable of solving problems.	Varied program with time to explore and interpret in problem-solving situations.
Feel free to experiment with materials.	Listening experiences which are appropriate, profitable, and enriching.
Can be in a listening group.	Experiences to develop a common background of information and understanding.
Have relatively short attention spans.	Variety of meaningful experiences toward understanding science, numbers, time; situations which tend to promote generalized conceptual skills.
Are curious, eager for information; ask questions, investigate, examine.	Help in appreciating the service and function of printed symbols.
Enjoy the appeal of the imaginative.	To hear the teacher read often good prose and poetry.
Enjoy and value numbers.	Satisfying readiness activities.
Exhibit awareness of printed symbols.	Books, records, pictures, films.
Have a patchwork of uncoordinated time concepts.	Field trips.
Interested in animals, growing things, the world about them.	Resource people.

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THE KINDERGARTEN TEACHER

It is important to develop an atmosphere conducive to learning and the enjoyment of finding out about things. Teaching is helping children develop a way of learning rather than merely filling them with factual knowledge. Teachers who enjoy learning transmit the excitement and wonder of the world around them; learning thrives in an atmosphere where curiosity and experimentation are nurtured by adults. The teacher can help to clarify functions, enlarge concepts by knowing what to "pull out" or what to emphasize for each child as he works to understand. When a teacher enhances the child's self-image and strengthens the child's emerging personality, the child may learn to cope with new circumstances and show a willingness to put forth the sustained effort needed to learn. All learning does not come through play, but a teacher uses the play situation so that a child can find reference to certain ideas he is struggling with at the time.

Part of the teacher's responsibility involves establishing a balance of controls allowing young children to live with fluidity and ease which works toward the development of self-discipline. The teacher needs to set limits to children's behavior. Too rigid restrictions may damage the child's natural curiosity and desire to learn. Too much permissiveness frequently implies to the child a lack of adult concern. Normally, sympathetic understanding will give a measure of control helpful to the development of the child's own self-control, although occasionally direct control may be necessary.[1]

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[1] Basic Propositions for Early Childhood Education. A Paper prepared for the Association for Childhood Education International. Washington, D.C., 1965, pp. 8-9.

A child may interpret excessive permissiveness as a license to do what he will, and exhibit antisocial, disruptive, or dangerous behavior. Limits set by the teacher should include rules for safety of life and limb and for observing amenities.

"Bruner's concern for the learner's 'predisposition to learn effectively' is translated here to mean teaching for effective predisposition to learn. If the teacher is willing to plan, she can insure that certain events will occur . . . Effective planning starts with long-range goals. From these develop immediate and short-range goals and the experiences most likely to result in progress toward the desired learning. Relating her daily planning to her long-range goals must become the teacher's continuous, conscious procedure."[2]

If learning experiences are to lead to concept development, the kindergarten teacher must incorporate them into everyday, appropriate experiences for five-year-olds. There is need for young children to have many manipulative, concrete experiences and to involve themselves in dramatic play. If the teacher maintains a careful balance between the experiences she provides, she can incorporate direct teacher-learning experiences which can be pleasurable and productive to children.

A good teacher has an awareness and understanding of children and their needs. The way in which the teacher utilizes various qualities of her own personality in directing the learning experiences of children is determined by her own understanding of the learner. The alert kindergarten teacher, then, is a serious student of child development and learning. Teaching is knowing the individual child and being skillful in selecting and directing experiences which will foster the child's total development. Teaching is making it possible for a child to learn those things which he is socially, emotionally, physically, and mentally capable of learning.

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[2] Helen F. Robison and Bernard Spodek, New Directions in the Kindergarten, Teachers College Press, Teachers College, Columbia University, N.Y., 1965, p. 117.

To be effective in teaching young children the teacher must build a mutual trust and understanding. This trust grows out of the teacher's sincere acceptance of every child--accepting strengths and weaknesses as basic elements which go to make for the uniqueness of each individual. Without this acceptance of the child on the part of the teacher and of the teacher on the part of the child, the conditions for effective learning cannot exist. The good kindergarten teacher, then, consistently demonstrates patience and understanding of children, parents, her associates, and herself.

A good kindergarten teacher builds an environment which is characterized by calmness, gentleness, consistency, and firmness. Achieving this end demands skill and insight of the young child on the part of the teacher. IT DOES NOT JUST HAPPEN. This challenge must be met in a learning situation which is characterized by activity as the child seeks to learn about things through exploring, handling, hearing, smelling, and manipulating. The program must focus on an active experimental kind of learning that strives to build understandings as well as intangible skills.

Ability to plan and coordinate is an essential quality for the kindergarten teacher. Planning must be done to meet long-range purposes as well as to meet the changes day-by-day living brings. As the teacher plans to meet the day-by-day living, she will help each child reach his potential by creating a social climate conducive to wholesome living and learning by continuous daily guidance. Flexibility comes not through lack of planning but through being able to adjust to demands of the moment in such a way that the ultimate purposes may be attained.

Characteristics that one expects a kindergarten teacher to have are:

She must like little children and make a genuine response to each one, if she is to help them.
She is caring for children in their most important years.
She cannot push growth. It develops slowly, influenced by everything and everybody around the child.
She must keep her sense of humor--laughing with the children--never at them.
The safety of her children is paramount.
She lends a helping hand only after the child has tried for himself.
The young child is not ready for close work requiring the use of the eye muscles. Eye muscles are not fully developed.
Attitudes of goodwill can be built by living together in goodwill.
She must demonstrate patience and understanding of children, parents, her associates, and herself.
When excitement mounts, it is her turn to be self-possessed.
A smile, or simple word of praise, is an essential technique in creating self-confidence.
A balance in the day's routine between strenuous work and play and quiet rest periods is necessary.
Participation is encouraged but perfection is not expected.

The teacher watches:

The health of each child closely--his sight and hearing ability, his muscle coordination, both large and small.
The lonely disinterested child to show that she is his friend.
She must earn his love, confidence, and respect.
The over-stimulated child and helps to channel his activity before he "blows up."

The teacher maintains a steady atmosphere:

Her quiet voice reassures the group.
When she speaks to a child, she comes near to him, then gets his attention.
When she needs to speak to the whole group, she has a quiet signal--maybe a chord on the piano--or a hand signal.
She handles mishaps as calmly as possible. "This is an accident. We can help fix it."
She explains the unusual, truthfully and casually.
She sympathizes, when sympathy is necessary.

The teacher sets a good example:

By dressing neatly but always gaily to please the children.
By using good manners at all times. "John, would you be kind enough to close the door for us?" "Thank you Mary, for helping Sue tie her show lace."
By not talking down to children. She respects them.
By not hurrying them.
By not making them feel guilty. Not, "How did you happen to do such a thing?" Rather, "That hurt your friend; how can you help him to feel better?"
By not frightening them in any way.
By not using threats or bribes to force behavior.
By not prodding them to be "good." This implies they are really bad.

The teacher remembers to:

Be her best self. Children learn through imitation and observation.
Be interested and helpful in the child's play.
Keep her promises even if the child has forgotten. It reassures him to have her remember.
Praise the desirable and ignore the undesirable as much as possible.
Use the clock to help in routine discipline--"The clock says it's time to pick up blocks." "I know you don't want to go home from our trip, but my watch says it's time to go."
Use confidence in her relations with children--"You can all lie quietly a few more minutes." "Every day you are getting to be more cooperative."
Explain and talk about disciplinary action--"You can't push into Ruth's house. People knock on the door, to be invited in." "This is your place to play now. If the others bother you too much move over there."
Give attention to positive values such as--"You have been such good helpers today." "The rain makes friendly noises on our roof."
Give every child in her group individual attention at some time during the day.
Be gentle, but firm, and consistent.

	THIS IS BETTER	THAN THIS
I.	She uses positive suggestions--instead of negative directions.	
	"John, you can ride around Carol."	"Don't bump into Carol, John."
	"John, leave the sand in the box, please."	"Don't throw the sand."
II.	She gives the child a choice whenever she can, but only when he can have a choice.	She does not state suggestions in the form of a question when no choice can be given.
	"Do you want to play with the blocks or the clay?"	"Do you want to go home now?"
III.	She respects the child's individuality.	Rather than making comparisons and encouraging competition between children.
	"The colors Mary used in her picture are pretty."	"May paints so well. I like her picture."
	To one who is needing encouragement.	
	"Did you notice John spoke so we would hear him?"	"John always speaks so we can hear him."
IV.	She gives the child minimum suggestions to enable him to feel satisfaction of achievement.	Rather than doing it for him as making models in art work, woodwork, etc.
	"Let's see, what does a car have?--where will you put the engine?"	"Here is a picture. You may copy it."
	"This is nice, tell me about it."	"What are you making? What is it?"
	"Could you see better if you sat here?"	"Move over here."
V.	She accepts the child's right to feel as he does.	Instead of trying to make him think there is something very wrong in feeling the way he does.
	Billy bumps his knee and begins to cry. "That hurt, didn't it, Billy? We will rub it to make it feel better."	"You aren't hurt; don't cry, Billy."[3]

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[3] Education in Kentucky for Children Under Six, Department of Education Vol. XXXIII, February, 1965, No. 2. (Adapted)

DEVELOPING HEALTHY CHILDREN

Health is one of the most important factors in the everyday life of a child. The parent or home has the first responsibility for the health of the child. The school has the responsibility for supplementing and reinforcing good home teaching and care. The health of the pupil should be one of the first considerations when planning school activities.

Even though kindergarten teachers exercise all care for the safety of children, accidental injuries sometimes occur, and little children occasionally become ill at school. To make certain that teachers become adequate and secure in dealing with such emergencies workshops conducted by professionally trained people--pediatricians, Red Cross instructors, registered nurses, etc.--are very valuable.

The following items should be considered when planning in accordance with the child's needs and his stage of development:

1. A Healthful Environment

   Clean and sanitary
   Safe and adequate water supply
   Sanitary sewage disposal
   Adequate light, heat and ventilation
   Free from safety hazards
   Colorful, inviting interior
   Soap, towels, disposable tissues, and any other necessary items
   Protected play area--safe and adequate
   Good teacher-pupil relationships
   A permissive atmosphere--a good emotional climate
   A balanced program of daily living

2. Health Services

   Immunizations as required for kindergarten entrance--diptheria, whooping cough, smallpox.

Continuous observation by the teacher for any signs of communicable disease, defects, or deviations from normal behavior.

Conferences with the public health nurse and/or other regional personnel about health problems of the children.

Isolation of sick children. Adequate facilities needed for this purpose--a room, or arrangements to get child home.

Health records kept of any significant information and made available to the next teacher.

Encouragement of parents to:

a) Keep child at home if he seems ill.
b) Keep child under good medical and dental care.
c) Get corrections made when needed.

Strongly recommended that each child should have a medical examination by his pediatrician or family physician before enrolling in school.

First aid supplies on hand.

Policies about what to do in case of emergencies including fire. (Be sure each staff member is familiar with them.)

Services of a physician or registered nurse available if needed.

3. Food Service at School

In areas where there is deprivation, a child may need food as soon as he comes to school.

Mid-morning and/or mid-afternoon food service in accordance with the children's needs. Fruit, fruit juice and crackers are good. Some children may need milk.

Noon meal as recommended for public school children. Smaller servings are preferable with provisions for "seconds" when needed.

Sanitation in food handling, health of food handlers, lunchroom facilities, etc., in accordance with the recommendations of the School Food Services, State Department of Education, and of the State Board of Health.

4. Health Instruction and Practices

Children should have opportunity to practice good health habits of personal hygiene and human relations:

a) Play out of doors.
b) Handwashing after using toilet and before eating.
c) Rest during the day--lying down is preferable. (Cots or mats needed when children stay all day.)
d) Coughs and sneezes covered with handkerchief or tissue.

Development of desirable safety practices--(stop, look, and listen).

Wholesome pupil-pupil relationships are to be encouraged.

Teacher shares health information with parents of children.

Teacher encourages continuation of good health practices in the home.

KEEPING RECORDS AND REPORTS

A simple but adequate system of records should be kept for each child. The cumulative form is suggested, but schools are encouraged to adopt a form that is flexible and meets the needs of the particular school. The records should include the following information:

1. General information (name, date of birth, parents' name, address and telephone number).
2. Health information (immunization, height, weight, diseases, toilet, eating and rest habits, defects, etc.).
3. Development and progress records (anecdotal records of behavior, needs and interests of the child and plans to meet them, etc.). Pertinent anecdotal records must be objective and factual.

Growth in developmental traits may be recorded by the teacher on a check list. If evaluations are made in October, January, and May, continuous growth should be evident.

GROWTH RECORD

Name Address Date

GROWTH CHARACTERISTICS	TEACHER COMMENTS
PHYSICAL GROWTH	
1. General Health	
2. Muscular Coordination (Handles materials with facility; uses both feet when skipping; can hop; can dress and undress self; can relax and rest well)	
SOCIAL-EMOTIONAL GROWTH	
3. Accepts Responsibilities (Takes care of wraps and materials, respects property of others; follows rules; cooperates with others; shares and takes turns; helps make plans)	
4. Shows Self-Control (Respects authority; shows consideration for others; keeps hands to himself; listens when others talk; is polite)	
5. Shows Self-Confidence (Is secure in school environment; meets new situations with ease; refrains from crying over trifles; thinks of things to do by himself)	
EDUCATIONAL GROWTH	
6. Language Development (Participates in group discussions; expresses ideas effectively, speaks audibly, enunciates clearly; tells about things that happen in the proper order)	
7. Enjoys Stories and Poems, Music and Rhythms	
8. Shows Evidence of Originality and Curiosity	
9. Has Good Work Habits (Shows Initiative; works independently; completes work; uses time to good advantage)	
10. Follows Directions	
11. Uses Numbers to Meet Needs (Selects the correct number of items needed for activities; meaningful counting, 1-12; recognizes number symbols, 1-6; knows address, telephone number, age; has some concepts of time, money facts)	
12. Shows Visual Discrimination (Sees likenesses and differences; notices details in pictures; works puzzles, notes similarities in names and other words)	
13. Shows Auditory Discrimination (Hears likenesses and differences of sounds; is aware of rhyming sounds)	

HOME-SCHOOL RELATIONSHIP

The Role of the Teacher

Teachers have long lived in a world remote from the real lives of children. Children feel this. Parents feel this. We know that we do not see the real child in the schoolroom. We know that his life in his home, in his neighborhood, with his aunts and uncles and grandparents, is still his real life. We know that we can glimpse only darkly the joys, the sorrows, the heartaches, the triumphs, the sharing, the compromises, and the deep concerns that make up the home. We know that we are cut off from all this. We know that contacts with the home are necessary if we are to give parents and children a sense of belonging and if we are to earn for ourselves the rare privilege of catching glimpses now and then of real children in real homes.

But if we would step into this magic realm and share a corner in the joy, the sorrow, the warmth, and the reality the home has to offer us, we must first learn how to earn the privilege, and having earned it we must step lightly so as not to break the magic spell. Too often when the teacher crosses the threshold the free, relaxed mood that was the home vanishes. We are so eager to help that we begin to tell, and telling has a way of closing doors.

Then what about conferences, meetings, home visiting, parents, sharing in the school living? Get to know your parents because knowing them will enrich your life. Only through knowing your parents can you know anything really vital about their children. Only by knowing families can you begin to glimpse the deep realities of your children's lives. Share with your parents the joy, the wonder and the fascination of living with their children. Appreciate their children. Make the parents feel that you respect them and the things they have done for their children.

Remember that parents care more deeply than you can care about what happens to their children. Remember that they will not always agree with you about what is good for their children. Ask for their help, with honesty and directness, but think long and seriously about calling a mother for a conference unless you are sure you can be as straightforward in accepting her suggestions as you expect her to be in accepting yours. A conference means sharing, not telling. If a mother finds that her suggestions are met with "No, we think Bob needs this," or "No, I don't agree with you," then you have closed the magic door forever.[1]

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[1] Leaflet No. 11 from Portfolio for Kindergarten Teachers, Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C., 20016.

Working With Parents

Starting kindergarten is a giant step. It is extremely important that this year be a happy and successful transition from home to school. The great responsibility for this first year is shared by the parents and the teacher.

Suggested Ways of School-Home Cooperation:

1. Incidental, informal meetings between teacher and parents.
2. Informal notes to and from teacher and parents, interpreting the kindergarten program to the parents, and helping the teacher to a better understanding of the child.
3. Planned meetings and conferences between parents and the school. Such meetings are planned by the principal, the teacher, and, perhaps a committee of parents. The type of meetings is determined by school policies, facilities, and the nature of the community.
4. Pre-school roundups and visits. Some schools invite the pre-school children to visit the kindergarten in the spring. Mothers receive registration material or handbooks. The parent or teacher will often use this occasion to make an appointment for a conference or home visit. Some kindergarten teachers invite each mother to bring her child for an individual visit while school is in session. The teacher arranges to spend some time getting acquainted with the parent and child and introducing them to the activities of the kindergarten.
5. The PTA may sponsor a tea for mothers of the incoming class to allow mothers to meet the teacher and visit the kindergarten room.
6. Fall registration. Where a spring roundup is not held, parents register the children a day or two before the opening of school.
7. Teacher registration. The teacher may prefer to register the children and allow a brief time for talking with parents.
8. Other registration. The teacher may choose to take the children into the room for games while some mother or a secretary registers the children.
9. Handbooks. Informational handbooks may be given to parents at roundup, at registration, or may be sent through the mail.
10. Preschool conferences. Of great value to home-school orientation are parent-teacher conferences in the spring or just prior to the opening of school.
11. Orientation meetings. To help parents understand the school's objectives and programs, meetings at the beginning of the school year are valuable. "Back to school nights," programs, and exhibits are helpful if they present a real picture of the school programs and are not designed solely for show.
12. Resource people. Parents and others who can contribute their talents to serve as resource persons add much to the effectiveness of the kindergarten program.

Reporting to Parents

In reality, the teacher is continuously reporting to parents each time the child takes home a product of his school activities, when the child talks about school, whenever the parent and teacher meet. More formal reporting may be done in several ways.

1. Conferences.
2. Parent discussion groups.
3. Teacher's letters.
4. Parents' school visitations.
5. Home visits arranged in advance.
6. Telephone calls at a time set by the teacher.
7. Weekly bulletin, if time allows.

A formal report card, using a grading system, has no place in the kindergarten. Instead, a progress report based on the teacher's records gives valuable information to parents. In individual conferences with parents, records supply specific illustrations to explain what is meant when speaking of a child's behavior.

AN ALL-DAY PROGRAM
for
FOUR- OR FIVE-YEAR-OLD CHILDREN

These programs are suggestive of typical, but not mandatory, schedules. Adjustments of time allotments will be necessary, especially at the beginning of the school year, when play and work are primarily exploratory. As interest and attention spans change and lengthen, as routines are established, and play develops into deeper meaning and organization, the time allotments given will probably seem more appropriate to the teacher.

The all-day program described below is adaptable to both four- and five-year-old children. A person familiar with children these ages will distinguish between the two age groups readily on seeing them working and playing and taking care of themselves. The growth of the children to a great extent is in intangibles but is apparent nevertheless.

8:45 to 9:45

Children arrive a few at a time, receive a warm greeting from their teacher, remove their wraps, put them in their lockers and chat a bit with their friends. Each immediately selects an activity of his own choosing. When children are familiar with possibilities they make selections swiftly, often arriving at school with a plan in mind. One child may go directly to the aquarium to see whether the tadpoles have legs and whether Susie, the salamander, is still under the moss in the terrarium. Another joins a group of two who are fingerpainting at a table; others work with blocks or hammer and saw at the carpentry bench. Some are in the housekeeping area hanging out the wash and getting ready to feed the baby. Others are quietly solving puzzles, looking at books in the library corner and talking with one another or playing a record.

The teacher goes from place to place among the children during the various activities. She moves a table against the wall to make more room for the block building. She jots down on the pad in her pocket that Denny for the first time has joined a small group of children building with blocks. The children at the carpentry bench are always within view of the teacher. She helps Jonathan tighten the vise securely before he starts to saw and holds the brace and bit for Kathleen, who wants to make a hole in a board. The teacher gets a fireman's hat from the top shelf of the closet and casually places it near the five children who with a piece of hose and some buckets are putting out a make-believe fire. Then the teacher goes to the piano and starts to play and sing, "Here Come the Firemen To Put the Fire Out." Some of the children sing lustily with her.

9:45 to 10:30

Relaxed children enjoy a snack, rest, quiet play, exploration of books, listening to stories and poetry, talking with one another, singing, playing a record, sometimes just being spectators. The children take turns with jobs. Some help to serve the snacks and make their room comfortable and attractive. They scrub the tables carefully after they have eaten and some help to prepare the room for rest time. Everyone, including the teacher, puts things away. Above all, routines and activities are kept simple and easy for young children to understand. Changing over from one activity to another is planned carefully.

From time to time, the teacher sits down in a low chair near the children. When she does so, children can come to her more easily for a word or two of conversation, a confidence that is not meant for all to hear, or to receive or give an expression of affectionate feeling. All young children need to feel the teacher is close to them.

10:30 to 11:30

Time for active play out of doors. A large packing box is a place where three or four children set up housekeeping. Others take some sawhorses and planks and ladders and big blocks and quickly make themselves an airplane. Some dig in the sand, water the radishes, look after the rabbit, swing themselves from bar to bar across the climbing ladders.

11:30 to 12:30

It is lunch time. The children wash their hands and go to the school lunchroom where their plates are served and waiting on a table of suitable height. The teacher and children together have a leisurely, unhurried lunch with pleasant conversation. The children remove their dishes and carry them to a designated place.

12:30 to 2:00

Four- or five-year-olds need help in preparation for sleep. Getting ready may consist of looking at books after lunch, listening to records, watering the plants, helping to put the cots down, getting blankets, pulling down the shades or seeing that the room is cool. A casual, relaxed teacher who rests awhile herself as the children sleep is one of the biggest contributors to the routine afternoon nap. A child needs time to awaken, just as he needs time to get to sleep.

2:00 to 3:00

Pleasant, humorous, conversation, chanting a sing-song rhyme, or singing a well-loved song makes it easy to put blankets and cots away. Some children help to get the milk and crackers ready for snack time. Weather permitting, following nap time, paint, clay, fingerpaint and other materials are used outside or they may be used indoors at this time. On other days, a short trip may be taken around the schoolgrounds to watch the men on the power shovel excavate for the new school addition or to the cafeteria down the hall to see the big kitchen. They return for picking up, putting on wraps and going home.

A HALF-DAY PROGRAM
for
FIVE-YEAR-OLDS

Half-day morning or afternoon programs are similar in organization but differ in their development according to needs of the children. The time of day, to say nothing of the time of year, will affect children's interests and behavior. No attempt should be made to have the two programs identical since composition of the group and the interests, abilities and readiness for activities will differ with every group.

8:45 to 10:00

Children come to school a few at a time usually bursting to share news of happenings since the day before with their friends and teacher. One youngster wants to show the others his new shoes or tell how grandfather lost his false teeth. They hang up their wraps in their lockers and turn to the classroom. Each starts a certain activity because of the stimulation of the material or because of the influence of another child or group of children. Some work individually and some in groups of three or four. One child tries out the magnets and nails; another lifts a basket on a pulley over and over again. Two children hurry to the workbench to work on their airplanes, as five-year-olds are becoming interested in finishing what they have started. Some paint the clay objects they made the day before and two children paint companionably with wide strokes on both sides of an easel. Several children migrate to the low block shelves and begin to build a garage with blocks and boards of different sizes embellished by a collection of small trucks and cars. Four or five boys and girls are in the housekeeping area. One, the mother, is telephoning a grocery list to the groceryman. Another with a chef's hat on his head is whipping up a lemon pie and two are sweeping and mopping up the floor. Some dress themselves up in high-heeled shoes, stoles and pocketbooks and go calling.

The teacher observes these children and tries to understand their concepts of the men and women roles they are playing so realistically. She pauses to see if two boys can settle their own quarrel. She suggests to John, who is aimlessly pushing a truck back and forth, that if his truck needs repair he might wish to take it to the garage in the block-building area.

As the teacher casually says it is nearly time for juice and crackers, some children begin to put away the materials. The teacher helps too. A junior high school girl who likes to work with young children reads a story to a small group during this transition period.

10:00 to 10:45

Certain five-year-olds help to get ready for snacks. One serves the crackers, another pours the juice, another counts the number of chairs needed. At rest time the youngsters stretch out on their rugs on the floor or have a relaxed, quiet time listening to a story and quietly talking together. Alan wants to talk about how the pig ran away on the farm back of his house, and Wendy needs to be encouraged to talk about what is important to her. The teacher shares with the children a funny experience that happened to her and they laugh gaily. They all begin to plan together for the trip they expect to take to Alan's farm the following week. They have much to plan for. Today there is not time for some other activities scheduled but this is too important a discussion to cut short.

10:45 to 11:30

Now they go outdoors to the warm sunny play yard for a chance to stretch and run and climb. It is Frank's turn to unlock the padlock on the storage shed. Three children start loading the hollow blocks on the push truck so that they can build a house. Three others throw a big ball to one another. The sandbox attracts four or five for it is warm enough to mix water with the sand. Some paint on big tables. Another beats time on the barrel drum. They sing "See Here Comes the Big Tall Indian." The children all help to put their things away before going home. Parents or big brothers and sisters call for some and others walk home by themselves.

None of the above programs should be taken as a pattern. Each teacher will plan a program in terms of her own group of children, and the many other factors to be considered. No program can be followed slavishly day in and day out, but will be varied according to season, weather and emerging interests. Certain times should remain relatively fixed such as the snack time and rest. The teacher's main concern in planning the program is the best development of the children.[1]

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[1] Child Development Guides, For Teachers of Three-, Four- and Five-Year-Old Children. New York State Education Department, Albany, 1957. (Adapted)

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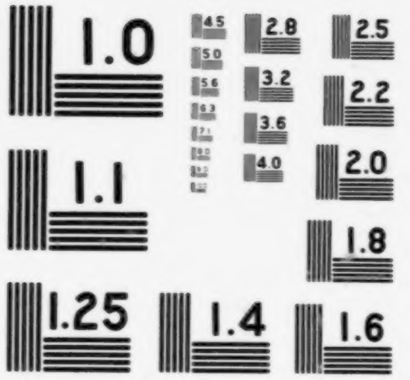

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963

PROGRAM OF CONCEPT DEVELOPMENT

In the November, 1965, issue of Young Children, William Fowler emphasizes that the early years are the foundation, if not the critical, period for the establishment of basic learning sets and cognitive styles. A good program, therefore, places emphasis on concept development.

Its curriculum draws from all of the subject-matter areas; however, no experience lies in any one of the areas alone. The learning is interrelated and interdependent.

It must be emphasized that concepts in any body of knowledge are not meant to be taught directly to kindergarten children. These are intended to be ideas which children will probably discover or devise from the meaningful day-to-day experiences offered in the activities of a good kindergarten. Children acquire, assimilate, and internalize information from what their senses have told them. The work of Piaget, Bruner, Jersild and others shows that children cannot abstract and generalize (to concepts) without a broad base of direct encounters. Conceptual learning is developed from life's experiences, and life in the kindergarten offers many opportunities through the medium of play for children to explore, discover, and compare the things they encounter there. This is the natural way for children to learn.

A. LANGUAGE ARTS

Language development should be an integral part of all experiences in the program. Its importance cannot be too heavily stressed. Helping children express themselves effectively and listen attentively are among the most important tasks of the teacher.

The two skills, listening and speaking are, of course, inseparable. In this section, however, they are treated separately in order to bring each into clear focus.

1. Language Behavior

The language of young children is the most important resource available to the school for educating children.

Their language reveals much about children--the cultural patterns in the home and community, limited or extensive vocabulary, degrees of shyness or aggressiveness, and the ability or lack of ability to think and reason. The way children talk gives an insight into their personalities.

The kindergarten teacher accepts the language behavior of children as she accepts other phases of developmental growth. She takes every opportunity to strengthen and improve their communicative skills. Five-year-olds are in a spontaneous, uninhibited stage, which is reflected in their language. The wise teacher remembers that in a child's first attempts to express himself before the group, his ideas are more important than the perfection of his English. The teacher does not interrupt the flow of ideas when a child is speaking but makes language corrections at other times informally, incidentally, and without embarrassment.

2. Language Opportunities

Language opportunities must be planned for a variety of outcomes and values. Important language opportunities to be programmed include the following:

1. Conversation.
2. Perceiving and following instructions.
3. Formulating questions and inquiries.
4. Seeking information.
5. Expressing feelings and ideas.
6. Sharing information.
7. Listening to stories, poems, books.
8. Group discussion.
9. Creative dramatics.
10. Dramatic play.
11. Vocabulary development.

3. Conversation

The teacher's example in conversation is an important factor in helping children develop this ability. Children can record on tapes and listen to playbacks for specific skills under study. They can gain experience by practicing on toy telephones. Creative dramatics, with or without puppets, help children focus on certain conventional forms of conversation.

Not all children come to kindergarten with a background of experience necessary for good conversational practices. Teachers will need to motivate, appeal to interests of children, provide rich first-hand experiences, and offer challenging ideas and a wide variety of content before children can improve in the practices of exchanging information and conversing with other children and with the teacher. Courteous interrelations within the group are important products of good conversational practices.

Many opportunities should be provided for the children to talk and for the teacher to listen. More learning takes place in the classroom when children are actively involved in the process. Children should have frequent opportunities to converse with each other as well as with the teacher, and to develop the skills of discussion.

4. Following Instructions

Children who learn to follow oral instructions will be ready to learn the skills of following written instructions necessary for their successful performance in later school years and in real-life situations.

The good teacher uses a number of techniques to teach children to follow instructions. These include the following:

1. Use her voice and her determination to give instructions only once.
2. Phrase instructions in simple language understandable to young children.
3. Use a definite signal as a message to listen and to warn busy workers that she is seeking their attention.
4. Wait for children to get ready to listen once the signal has been given.
5. Issue instructions in a quiet voice, perhaps lowering it if the class is still noisy, so that noise is discouraged by those making an effort to hear.
6. Help children to analyze, clarify, remember any sequence involved, and carry out instructions.

5. Formulating Questions

Formulating good and productive questions is difficult even for adults, and children need help in doing this. When a child asks a question it may be irrelevant, poorly worded, or ask for unimportant details. The teacher must take time then to discover what the child's real question is.

The teacher should:

1. Encourage children to think through the question, rephrase for communication and re-evaluate questions so that they can acquire the information they really want to get.

2. Study the child to learn if he is actually seeking information or is questioning for the sake of getting attention.

3. Provide well-planned, stimulating experiences and help children practice the formulation of good questions.

6. Seeking Information

Children can locate and use sources of information to answer specific questions if the questions are structured.

Young children generally are aware only vaguely of books as sources of information. To help children locate information, the teacher should:

1. Use and make available to children picture dictionaries and factual books of many different kinds.
2. Bring resource adults and young people into the classroom to answer questions children raise.
3. Use other sources of information available for observation - zoos, museums, art galleries, aquariums, terrariums, and plants in the classroom, pictures, radio, slides, television, etc., which children can explore in relation to their level of development.
4. Help children to learn new words and become aware of multiple word meanings in changed contexts.
5. Be aware that such oral language experiences are the foundations for reading for meaning.

7. Expressing Feelings and Ideas

Young children need help with words and phrases to express emotions and ideas. The teacher can foster expressions of children by:

1. Reading good prose and poetry to the class.
2. Selecting stories and poems with variety in word usage and vocabulary.
3. Choosing poems and stories with vivid and dramatic use of new or familiar words.
4. Providing opportunities for children to try out new words by using them in games and dramatizations.
5. Introducing new vocabulary and phraseology with new experiences.
6. Helping children to translate fresh and compelling feelings into simple blank verse and stories and recording these on newsprint.

8. Sharing Information

The teacher should provide opportunities for pointed, focused sharing of information among children. If it is done correctly, "show and tell" has considerable value.

The kindergarten teacher can:

1. Guide children into inquiry about and discussion of field trips, stories they have heard, and personal possessions.
2. Help children explore reasons for phenomena, everyday and unusual events within their experiences.
3. Encourage shy, timid ones to participate in talking to a group.
4. Provide challenging experiences in the classroom to stimulate the desire and encourage the ability to communicate.

9. Listening Activities

The ability to listen is important to all learning. If the teacher expects a child to be an efficient learner, she must help him to become an active listener. Active listening is a skill that has to be learned and the best time to teach it is in early childhood.

The teacher can use story time as an effective aid in teaching listening skills. Before telling or reading a story she can ask the children to listen for the answers to a few simple questions. After reading the story the teacher and children discuss it and the teacher asks the original questions posed plus one or two new ones. Children should be asked to re-tell the story to see if they have grasped the main idea and sequence of events. The same procedure can be used when listening to records.

The first stories used in this way should be short; the length of the selection can increase as the listeners' attention spans lengthen. Children must be taught to focus their attention on listening.

If youngsters are required to listen to everything, regardless of the quality or purpose of the offering, they quickly cultivate nonlistening habits of inattention.

The teacher should use other techniques to promote good listening, such as:

1. Stimulate interest in listening by giving children opportunities to help in selecting or planning material to be heard.
2. Discuss listening activities with the children to find their interests and the elements of the program which have greatest holding power for them.
3. Introduce elements of surprise or novelty to stimulate renewed interest, such as the flannel board, pictures, puppets, and other aids.
4. Provide quiet activities for children who are not appealed to by the story which is being read. Offering alternatives often results in total-class listening, as many children like to listen if their hands are busy and material they hear is interesting.
5. Listen to her own voice on a tape recorder reading or speaking for improvement of her voice.
6. Keep instructions to a minimum, such as directions for fire drills, safety measures, or beginning a new total group activity.

10. Group Discussions

Group discussions can provide important opportunities for engaging in listening, thinking, and communication if they are guided by the teacher.

The teacher should:

1. Maintain a classroom climate of orderly exchange; establish behavior standards, using friendly procedures without undue tension and employing good interpersonal relationships with patience and good humor.
2. Be sensitive to children's day-by-day behavior variations and maintain a flexible routine. Gauge the length of the discussion by the interest of the children.
3. Integrate the interest of the material discussed into classroom projects.
4. Know that a topic of common interest in which children have common experiences will produce better discussion than a subject about which few children have information or experience.

11. Creative Dramatics

Creative dramatics differs from dramatic play engaged in by children. The teacher plans and structures dramatics, selecting stories and roles, making children aware of characterization, sequence of events, mood and feeling.

The teacher should:

1. Select a story known by the children, or allow the children to help in the selection, and promote discussion of characters and sequence of incidents.
2. Cast the parts by teacher - selection, class vote, by lots, or by volunteers - then promote additional discussion to clarify character roles and their portrayal, the number of scenes to be acted, and the action to be included in each.
3. Use new words in context and in conjunction with a synonym so that the children gain meaning clues which help them understand and employ the word correctly in their expressions.
4. Use pictures as additional clues to meaning.
5. Recognize the value of dramatizing historical events where the children use their language, and emphasis is on recalling the sequence of events, nature of the characters involved, and the meaning of the action devised. Such dramatization helps children to recreate elements of the past and to develop concepts of time.

12. Dramatic Play

Most of the dramatic play of children is spontaneous self-expression. It grows out of a child's need to express things he is thinking about and offers an opportunity for expressing ideas gained through his everyday experiences.

Some of the dramatic play in the kindergarten is structured by the teacher for the purpose of promoting children's conceptual growth. Any experience the teacher provides for children influences their dramatic play. Her selection or rejection of equipment, costumes, props, and accessories affects classroom play.

The teacher may guide intellectual learning through dramatic play by:

1. Planning settings and changing settings.
2. Supplying specific types of equipment, costumes and accessories for role playing.
3. Motivating the playing of roles through the use of puppets.
4. Listening to the language children use in their play and using this information diagnostically to help children play more complex roles.
5. Helping children to analyze, describe, and evaluate their dramatic play activities to develop more sophisticated play.

13. Books and Printed Materials

One of the most pleasant tasks of the kindergarten teacher is to share the wonderful world of books with children. From picture books to poetry, from fact to fiction, she will use all of them to help the five-year-old learn to enjoy the magic world of reading. Bequest of Wings by Annis Duff (Viking), is an important statement about books for children. While she is speaking to parents about insuring their children substantial beginnings in the pleasurable art of reading, the word "teacher" might well be substituted for "parent." For instance, in one page she notes that "no parent who is not totally insensitive, or self-sacrificing to the point of fatuity, could endure to look at any of the rubbishy, falsely-conceived books of a purely commercial origin often enough to satisfy the demands of an eager child. A book, to be good enough for a little child, must have qualities that make it acceptable to an intelligent adult."

Further on, this writer states:

"It may seem a bit far-fetched to be concerned about the reliability of the information that a very small boy gathers up from story and picture-books. But it seemed to us that . . . he ought to be protected from the wastefulness of inaccurate information or impression."

"If children do not hear speech that has variety and liveliness, and if their books do not have unfamiliar words tucked in like bright little surprises among the everyday ones, how in the world are they ever to accumulate a store of language to draw on, as new experiences and sensations increase the need and desire to communicate with people they live with?"

Just these three quotations catch something of the essence of Annis Duff's touchstones to literature for young children: it should have true substance; its validity should be of high order; as language, it should be virile, vital, and unhackneyed.

Why touchstones of such discriminative standards for little children? Annis Duff answers the question herself on the last page of her book:-- so that a child can "live with things that have beauty and permanence."

A young child's keenest motivation to learn to read comes from his desire to get the enjoyment and information from print which he observes adults or older brothers and sisters getting. Unfortunately, many homes lack books or other printed matter, and if the child has not had the motivation for reading in his home environment, there is need to stimulate it in the kindergarten through provision of picture books with a wide range of content for him to explore.

Printed materials other than books can be used in the kindergarten. Magazines, newspapers, posters, maps, atlases, and pamphlets of interest to children serve as a source of enjoyment and information.

14. Reading in the Kindergarten

The kindergarten teacher is a teacher of reading when she provides opportunities for many essential language learnings. The symbols used in the process of reading have meaning for the reader only to the degree that he has developed concepts through concrete or vicarious experiences. The more vital the experiences the children have in nursery school and kindergarten, the more interesting things they do, the better they will eventually read. There is "mounting evidence that reading failure results from mass instruction of beginners without regard to their maturity and background to work with the printed symbols." The kindergarten teacher cannot force a child's maturation, but she can nourish it. The enriched kindergarten with its many life experiences affords numerous opportunities for building a good foundation for reading.

When kindergarten children are helped to feel adequate and secure as they play, work, and experiment with a variety of materials, go on excursions together, talk together, learn about growing plants and animals, enjoy picturesque and beautiful books, listen to interesting stories and poetry, and engage in a variety of art, music, rhythmic and dramatic play experiences, they are definitely approaching reading readiness. Readiness is a developmental process that takes place within the child; it is something he does. Reading-readiness workbooks, pencil and paper drills have no place in the kindergarten curriculum.

Occasionally the kindergarten teacher discovers that one or more of her children have actually begun to read. The teacher has the responsibility of keeping such children's interest high by providing stimulation, time and reading opportunities. She does not exploit the skill, but rather encourages its development. She tries to meet the special needs, though not by setting up a formal reading instruction. She provides chart stories and homemade books. A shelf is reserved for such simple books which these children can read when they wish. The "reading children" contribute frequently throughout the day, such as reading from one of their books on a topic which the group is studying, or re-reading a cooperative chart story.

It is rather artificial to examine the learning experiences which kindergarten children have and try to categorize them into skill and knowledge areas. However, it may be worthwhile to note some of the opportunities for building reading skills that are inherent in daily living experiences in a good kindergarten. Some suggestions follow:

1. Noticing details in pictures.
2. Suggesting labels for pictures.
3. Dictating stories to go with pictures.
4. Left to right concept as the teacher reads, holding the book before the group, and running her finger occasionally under the lines from left to right as the children observe and listen.
5. Recognizing own names in either print or manuscript.
6. Noting similarities in their names and other words, both visual and auditory.
7. Aware of rhyming sounds in conversation and poems.
8. Working with sequence puzzles and many kinds of puzzles.
9. Dictating letters, as teacher writes the dictation, and receiving letters.
10. Pointing out table of contents, author's name, illustrator's name, for example, as books are used and handled.
11. Dictating and receiving invitations.
12. Using picture files as study material.
13. Sorting crayons by colors.
14. Sorting scrap paper by color and sizes for storing.
15. Playing with words that sound alike but have different meanings: bat, ring, brake.
16. Riddle games such as: "I'm thinking of something that has fur, is soft, and likes to eat carrots." Child asks, "Is it ...?"
17. Awareness of signs: room name or number, principal's office, library, exit, cold, hot, push, pull, etc.
18. Looking through magazines for pictures in a given category such as dogs, cars, president's family - perhaps making booklets.
19. Defining and clarifying such concepts as solo, duet, trio, quartet, bicycle, tricycle, etc.
20. Analyzing words - aquarium, terrarium, mobile, automobile, astronaut, as these words occur in natural conversation.
21. Awareness of differences in upper and lower case letters.
22. Awareness of names of the letters of the alphabet out of alphabetical order.
23. Pointing out signals and symbols and the ideas they convey: train

or boat whistles - long, two short, long; train signals - arms out, up; airplane lights - red - left, green - right.

24. Teacher listing plans for a party as children dictate.
25. Using recipes for cooking.
26. Developing background and readiness for reading by broadening speaking vocabulary and auditory and visual discrimination.

Selected References:

1. Loban, Walter D., The Language of Elementary School Children, Champaign, Illinois: National Council of Teachers of English, 1963.

2. MacDonald, James B. ed., Language and Meaning, Association for Supervision and Curriculum Development, NEA, Washington, D.C., 1966.

3. National Kindergarten Association, Research Says "YES" to Kindergarten, A Report Prepared by the Advisory Committee, New York: National Kindergarten Association.

4. Robison, Helen F. and Spodek, Bernard, New Directions in the Kindergarten, Teachers College Press, Teachers College, Columbia University, New York, 1965.

15. Handwriting

Formal handwriting is not taught, and practice in the form of "drill-writing"or copybooks has no place in the kindergarten. Most of the writing in the kindergarten will be done by the teacher and all writing will be functional. Any writing to be observed by the children should be in large, clear, manuscript - capital or lower case letters - as the situation demands.

The following practices should help children appreciate the service and function of printed symbols:

1. Put names of children on lockers and personal possessions.
2. Label supply shelves.
3. Label Lost and Found box.
4. Make signs for seeds planted.
5. Place signs on block buildings - grocery store, bus station, etc.
6. Make signs for dramatic play - Bus Stop, Airport, etc.
7. Place names of children on Room Care or Duty Chart.
8. Write letters and notes bearing on current problems.
9. Record dates - keep records of growth of pets, children's birthdays, holidays.

Through observation of the teacher's writing, children gain an awareness of:

1. Left-to-right and top-to-bottom progression.
2. Ways in which chalk and pencil are held.
3. The way in which letters are formed.
4. The shapes of capitals and lower case.
5. What punctuation and paragraphing mean.
6. Writing on lines.
7. Spacing between words.

B. SOCIAL STUDIES

Learnings and experiences in the area of social studies comprise a major phase of the nursery-kindergarten program. These include, first, learning some of the skills and attitudes of working and playing with one another and, second, acquiring concepts about how people in their homes, communities, and their expanding world live and work. Such accomplishments need to be viewed in terms of the child's maturity and his long-range development. For example, the child works for a number of years to learn to "take and share responsibility," or to understand such concepts as buying and selling. Therefore, his curriculum should provide for continuous stages of understanding and skill.[1]

The kindergarten can provide the base for a spiral of learnings to be developed and expanded upward through the grades.

1. Social Learnings

The kindergarten child will learn some of the skills and attitudes of working and playing with other children as he participates in experiences which foster social learning.

Some social learning opportunities inherent in the social living of a good kindergarten are these:

1. Sharing
2. Taking turns
3. Understanding of himself--as a member of a family, as a worthy contributor to the group, as unique in his creativity; developing some independence from adults, accepting authority of adults, and learning to stand up for his rights and own individuality.
4. Accepting and respecting the worth and rights of others.
5. Concern for health and safety of self and others.
6. Recognition of human interdependence.
7. Care of public property.
8. Developing freedom through responsibility.
9. Completing of assigned and self-selected tasks.
10. Showing consideration and practicing courtesy.

2. Social Science Concepts

In addition to social learnings acquired in the kindergarten, opportunities and experiences can be provided for the development of simple, basic concepts from the social science disciplines, such as geography, economics, history, sociology, and anthropology. While the kindergarten teacher needs to know the significant concepts of these disciplines, she should plan her program to facilitate children's learning when the areas assigned for five-year-olds are related to their abilities and unique ways of learning.

It bears repeating here that no formalized teaching should be imposed on the kindergarten child. However, some activities and experiences can be used to illustrate the learning of social science concepts in a kindergarten program.

The teacher may utilize everyday experiences such as these:

> History - physical time line, visits to museums to study objects of the past, comparisons of pictures of contemporary and "old fashioned" costumes, transportation, etc; creative dramatics, with costumes and props, to project events and characters of the past, such as Columbus, George Washington, Abraham Lincoln. Family albums, stories of childhoods of teachers and parents often have historical interest for children.

Spodek experimented with concept development in the area of many skills and dealing with remote time and distance ideas. His findings include the following:

1) Kindergarten children have a wide background of information even in areas not generally considered appropriate for young children.

2) Kindergarten children deal with ideas over a long period of time, returning again and again to clarify, practice and modify as new information is added. 3) Kindergarten children use a wide variety of

materials and experiences in developing concepts and use play to clarify ideas. 4) Kindergarten children can begin to use the tools of the social scientist in learning about the world.[2]

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[1] Educating Children in Nursery Schools and Kindergartens, U. S. Department of Health, Education and Welfare, p. 30.

[2] Spodek, Bernard. Developing Social Science Concepts in the Kindergarten. unpublished Ed. D. Project, Teachers College, Columbia University, 1962.

3. History

Time concepts and chronology are somewhat abstract for young children, but can be introduced in a number of ways to create understanding.

Five-year-olds of today collect much information of historical character. Television, motion pictures, and other mass media reveal events of other times. The mobility of families and the ease of transportation provide children opportunities for personal experience and observation. Young children seem to be trying to make sense and a semblance of order out of the masses of information they receive and to orient such events into their immediate world.

Some experiences within the grasp of five-year-olds which may be provided are these:

1. Trips to museums to study costumes, artifacts, realia, and pictures.
2. Examining family photographs of ancestors.
3. Using a string or rope as a time line to represent the age of the children and comparing it to a length needed for the teacher, for the time since Columbus, and for other historical figures as holidays and events are observed in the classroom.
4. Viewing suitable films or filmstrips which show older and newer vehicles and methods of transportation, communication, etc.
5. Hearing stories of the past read to them.
6. Singing songs and playing games that children of long ago enjoyed.
7. Other unplanned occasions may arise from day-to-day living in the kindergarten.

While activities such as those listed above are geared to the child's interests and understandings, nevertheless, they can help children develop new understandings, clarify and expand those already attained. Children thereby begin to grasp the significance of change which has taken place through time and to build a foundation for further learning of significance to children.

4. Geography

Although the ideas children are expected to develop will be organized in logical fashion by the teacher, the Social Science program will not follow a sequential order. Experiences of the children will occur in episodic fashion and will be part of a flexible program, allowing the children ample time to think about, play with, explore, and grasp ideas.

Children gain geographic concepts from such activities as these:

1. Making simple maps with blocks.
2. Locating home, school, and other structures on a teacher-made neighborhood map.
3. The teacher pointing out foreign countries on the globe when children have a reason to want to know where they are.
4. Naming places they have visited and seeing the teacher indicate them on a map.
5. Identifying television shows geographically--cowboys of the West, soldiers "across the ocean"--with clarification by teacher to balance pictures seen on mass media with a more realistic and understandable view of the world.

The Earth - Size, Shape, and Motion

1. Begins to understand that a globe is a small model of the earth, which is very large.
2. Begins to understand that the globe is round because the earth is nearly round.
3. Begins to understand that the earth turns.

Direction - Orientation

1. Begins to orient self as to location in relation to things in the environment.
2. Begins to place objects in relationship to one another.
3. Uses the terms up and down with understanding.
4. Becomes aware of left and right.
5. Becomes acquainted with areas of the school and makes simple floor maps of the school with blocks.
6. Becomes familiar with street addresses and the names of cardinal directions; north, south, east and west.

7. Begins to make simple maps of the immediate school community on the classroom floor and orients them as to direction (floor blocks).

Location

1. Begins to describe relative location of various objects in the environment (near, far, up, down, right, left, over, under, back, front, here, there).
2. Locates specific areas within the school.
3. Begins to locate features of interest on pictures and simple picture maps of the community.
4. Uses a globe to understand that it shows the earth's land and water surface.
5. Uses the globe to discover that there is more water than land on earth.
6. Begins to use a simple globe to point out approximate locations of places discussed.

Scale - Distance

1. Begins to express distance and size in relative terms (nearer, farther, bigger, smaller).
2. Begins to understand that places on earth which are far apart appear to be close together on maps.
3. Generalizes that some toys are small-scale models of real things.

Symbols

1. Begins to understand that the globe is a symbol for the earth.
2. Begins to learn that pictorial symbols on a map stand for real things on earth.
3. Begins to identify color symbols for land and water on simple maps and globes.
4. Paints pictures of things in the environment according to his maturity and interest.
5. Describes features of the environment verbally; understands that they can be described through pictures and other materials.

Use - Interpretation

1. Interprets pictures.
2. Reads simple picture maps.
3. Uses simple globes showing land and water areas.
4. Begins to understand the purposes of maps and globes.

5. Economics

Very early in life children begin to be aware of economic concepts. "Pay day" for parents is often a very important time in family life. Experiences such as learning what kind of work parents and community workers do to earn a livelihood, accompanying adults on shopping trips, making small purchases of their own, exposure to advertising on television and other media, all provide a background for developing understandings of economic principles. However, the five-year-old's impressions of such experiences are fragmentary and kaleidoscopic and convey very little meaning to him. Consequently, careful planning must be done by the teacher to make economic concepts understandable to children and to provide opportunities for children to explore selected experiences based on their learning needs.

Some basic economic concepts can grow out of such kindergarten activities as these:

1. Expressing ideas through use of paints, clay, and crayons.
2. Expressing ideas through dramatization.
3. Constructing grocery store or airplane.
4. Inviting a community worker to school to tell about his job.
5. Taking excursions to points of interest.
6. Gardening, growing flowers, and vegetables.
7. Composing stories and records dictated to the teacher for recording.
8. Making a class or group booklet relating to an interest.
9. Making a booklet or chart on a particular project or activity.
10. Telling others what has been learned.
11. Voluntary or assigned housekeeping duties to develop the concept of division of labor. (Children may work individually or in groups for demonstration of this economic principle.)
12. Reading selected books and stories such as: Daddies, What They Do All Day.[1]
13. Work on the concept of families, using blocks, construction paper figures, a flannel board and flannel figures.
14. A cookie sale to develop the concept of profit.
15. Showing educational films.
16. A trip to the supermarket.
17. Use of an opaque projector with pictures clipped from magazines.

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[1] Helen Walker Puner, Daddies, What They Do All Day, New York: Lothrop, Lee and Shepard, 1946.

C. SCIENCE

A young child is a natural scientist. He learns by seeing, hearing, smelling, tasting, touching. These experiences are common to childhood, but in kindergarten the teacher helps the child to understand their implications. Science should be taught accurately and with correct words, for a child is not afraid of big words.

There is no set "science" period, but "In the experience program of the kindergarten, the teacher and children cut through and across great bodies of subject matter."[1] Science teaching is directed not toward fact collecting, but toward helping children understand basic concepts in science.

The kindergarten child is filled with wonder, and "Science begins in wonder."[2] The teacher . . . "fosters that sense of wonder and urge to find out which are the beginnings of all scientific endeavor."[3]

Science is a part of the professional training of today's kindergarten teachers. They learn how to simplify complicated subjects, to make use of opportunities which arise in the classroom to demonstrate scientific principles, and to provide a variety of sources from which information may be obtained. If properly guided by a skillful adult, the child readily accepts scientific methods - observation, exploration and experimentation - and uses these to help him find his own answers.

1. Science Learnings

The teacher has the responsibility for:

1. Capitalizing on children's natural curiosity to develop inquiring minds.
2. Helping children develop a scientific method of solving problems.
3. Giving children many opportunities to observe, explore, and experiment, and to converse about things in their environment.

4. Providing many sources from which information may be obtained and making children aware of multiple and varied sources of information.
5. Expanding children's vocabularies so that they may develop the language facility to deal with their enlarging world.
6. Sharpening children's powers of observation.
7. Helping children interpret their experiences - finding new meanings and relationships.
8. Increasing children's appreciation of the beauty and laws of the universe.

Science is concerned with problem-solving, concept development, and interpretation of the environment. The child must learn to solve problems individually and as a member of a group. The teacher, therefore, should create an atmosphere which accepts the contributions of everyone. She should help the child draw upon his past experiences, become aware of the realities of his immediate environment and encourage him to think creatively.

At the age of five, many science interests are at a verbal level and the teacher should not expect understanding. The kindergarten child's world is limited and will vary a great deal, depending on where he lives and the experiences he has had. The teacher, therefore, should stimulate curiosity and encourage discussions which will lead to further observation, exploration or experimentation.

The National Society for the Study of Education suggests an organization of science into six categories. Since science and social studies, like other subject-matter areas, are not compartmentalized for the young child, it will be noted that many of these science categories include social studies learnings, also:

The Universe - the stars, moon, sun, planets, causes of day and night and seasonal changes, tides, eclipses, other galactic systems beyond our own.

The Earth - origin of the earth, formation of mountains, erosion, volcanoes, prehistoric life, forces which have changed and are changing the earth.

Conditions Necessary to Life - what living things need for existence, how they are affected by changes in their environment, how they survive.

Living Things - kinds of plants and animals, group life, how they adapt themselves for protection, life cycles, how they obtain food, their economic importance, and how man influences nature.

Physical and Chemical Phenomena - light, sound, gravity, magnetism, and electricity, changes in matter, phenomena associated with atmospheric changes and radiant energy.

Man's Attempt to Control His Environment - gardens, farms, orchards, discoveries and inventions, how man controls living things, study of places man cannot reach directly . . .[4]

While the foregoing list represents a wide scope of content, there are ever-recurring topics of interest around which kindergarten science learnings develop.

Some specific topics around which kindergarten interests might conceivably be developed year after year are suggested here.

1. Animals
2. Astronomy and Outer Space
3. Gardens
4. Machines
5. Seasons
6. Weather
7. Energy - heat, light, sound

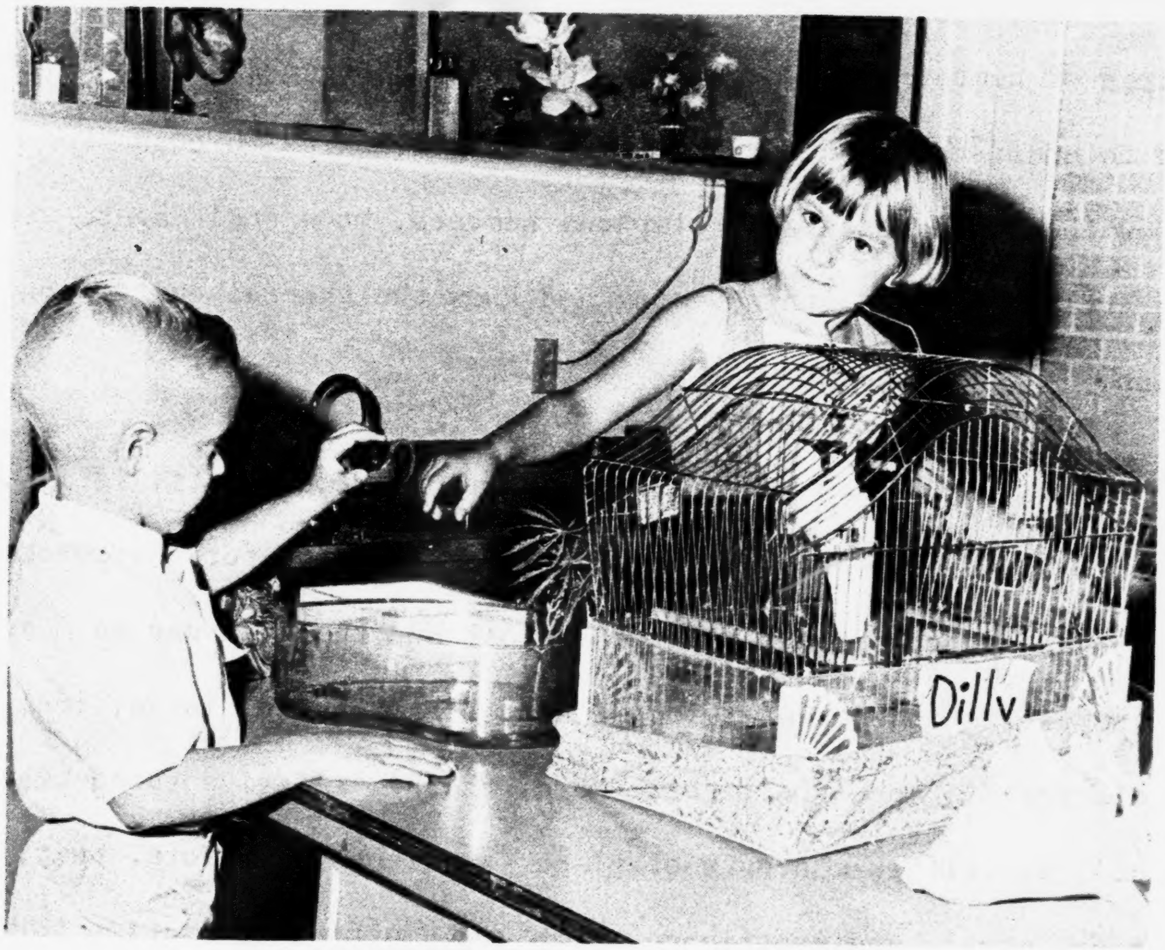
2. Science Experiences and Activities[5]

The following suggested activities can be considered as science if they develop observation, understanding, and cause and effect relationship:

1. Collecting leaves and flowers - pressing, mounting.
2. Collecting seeds.
3. Planting seeds.
4. Caring for plants.
5. Watching a terrarium grow.
6. Collecting shells.
7. Collecting samples of earth.
8. Caring for pets.
9. Preparing an aquarium.
10. Watching thermometer.
11. Observing the weather.
12. Playing with pin wheels.
13. Flying simple kites.
14. Observing flights of airplanes.
15. Flying paper airplanes.
16. Listening to sounds.
17. Playing with shadows.
18. Watching reflections.
19. Using magnets.
20. Using magnifying glass.
21. Blowing soap bubbles.
22. Learning that air is real.
23. Cooking food.
24. Boiling water.
25. Water play - floating and sinking objects.
26. Feeding birds at feeding stations.
27. Watching salt, sugar, and soap disappear in water.
28. Watching machines.
29. Balancing blocks.
30. Performing simple experiments.

Study trips provide good experiences for developing science understandings. But the teacher should not over-emphasize field trips to the neglect of the literally thousands of learning opportunities abounding in the classroom and day-to-day school living of children.

The teacher should be aware that a flexible program is necessary to meet the needs and interests of children; that some science experiences may be of immediate and short duration, while others may frequently re-occur and be of continued interest throughout the year.



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[1] Headley, Neith. Foundation Learnings in the Kindergarten. Department of Elementary-Kindergarten-Nursery Education, National Education Association, Washington, D.C., 1958, page 2.

[2] Inscription on Smithsonian Institution in Washington, D.C.

[3] What! Science in the Kindergarten? National Kindergarten Association, Eight West 40th Street, New York, N.Y.

[4] Science Education in American Schools. Forty-Sixth Yearbook. National Society for the Study of Education, University of Chicago, 1947, I., 75-76.

[5] Practical Helps for Kindergarten Teachers. State of Alaska Department of Education, Juneau, Alaska, 1966, pp. 20-21. (Adapted)

D. MATHEMATICS

As with other understandings, the child's understanding of mathematics depends upon his maturity level, his interests, and his background experience with mathematics. Most five-year-olds have gained some concept of our number system from counting, seeing, hearing, matching and comparing number symbols.

In the area of number and numerals, most kindergarten children can be expected to understand and use one-to-one relationships through five, know their addresses and telephone numbers, know their ages, use ordinals - first, second, third, etc. and know the channel numbers on television.

Answering questions of how many, how many more, how many left, is it more or less, do we have enough, etc., builds readiness for the concepts of addition and subtraction. Using the clock and the calendar as measures of time, comparing objects of relative size (thick, thin, large, small, etc.), relative distance (far, near, here, there), relative speed (fast, slow, etc.), as well as concepts of place (in front of, before, next, above, under, etc.), and experiences with money offer preparation for measurement and geometry. Introducing children to such meanings as part, some, all, whole, half, provide preparation for concepts of fractions. All of this will result as children solve quantitative problems that arise in their daily living.

Good programs can only grow out of respect for and understanding of how young children learn.[1] The kindergarten teacher is aware of the child's need for active, self-motivated learning situations and refrains from imposing formal total-class learning experiences with workbooks. Rather, she develops good learning situations, as she recognizes individual differences--meets individual needs. She clarifies mathematical concepts as they arise in both planned and unplanned experiences throughout the kindergarten year.

Only when the need arises does the teacher help children use or correct their writing of numerals. There is no attempt made to teach all children to recognize or write specific number symbols but the teacher is alert to capitalize on teachable moments involving the use of number symbols.

The teacher should be familiar with the vocabulary of basic modern mathematics. She should, for instance, be careful to refer to groups of objects or symbols which have a commonality of features as "sets." When she uses the words, "numerals" and "number" she will associate the word numeral with the name of the letter symbol, as the numerals on the clock, and the word number with the concept of quantity, as the number of children in the group.

Kindergarten living affords many experiences through which mathematical concepts develop.

1. Concepts of Group "Sets":

a. Putting big books together
b. Observing groups of children wearing clothing of the same color.
c. Sorting crayons by color.
d. Sorting blocks and other objects by commonalities.
e. Providing a set of chairs, lunch napkins, etc., for a group of children.

2. Concepts of Size - (Large, larger, long, short, fat, thin, tall, taller) grow out of observations such as these:

a. I need a longer block.
b. Mary is taller than Sue.
c. The kite is as high as the tallest tree.
d. This piece of wood is too thin.

3. Concepts of Shape - (Square, rectangle, triangle, circle, egg shape, cube, cylinder) grow out of experiences such as these:

a. Arranging and/or putting away blocks by shapes - shaped like triangles, squares.
b. Sorting pieces of paper by shapes.
c. Collecting rhythm instruments of the same shape.
d. Observing the shapes of game formations.

4. Concepts of Weights and Measures - (Feet, pounds, cups, inches) will develop through experiences such as these:

a. Woodworking - "This piece of wood is too short." Teacher, with ruler, "Yes, you need a piece three inches longer."
b. Following recipes for cooking or making modeling material - "We need one cup of water."
c. Weighing children and measuring their height.

5. Spatial Relationships - (Over, under, front, back, side, middle, etc.) take on meaning through experiences such as:

a. "Put the records under the record player."
b. "Set the flowers on the middle of the table."
c. "Come to the front of the room."
d. "The globe is on top of the cabinet."

6. Fractional Parts - (all, most, half, a little) will be used in such situations as:

a. Dividing paint - "Jimmy can have half, then you will each have the same amount."
b. Watering plants - "That's too much water. Just use a half cup, not a whole cup."

7. Time Concepts - (Minutes, hours, days, weeks, months, years, tomorrow, yesterday, today) develop through observations such as these:

a. "How many days until Christmas?"
b. "We have five more munutes to work. When the big hand is on the numeral ten, we have to be through."

c. "It's one o'clock. Time for stories."
d. "Tomorrow we go to the fire station."
e. "Today is my sister's birthday. She is seven and my brother is only one."
f. "Next year I'll be in the first grade."

8. Money Facts - (Coin names, values) develop as children use real or play money for classroom activities.

a. Mailing letters - "Shall we send our letter by air mail? An air mail letter costs eight cents, a nickel and three pennies."
b. Playing store. Buying with real or paper money.
c. Field trip to a grocery store. Buying something, perhaps getting change.

9. Simple Arithmetical Processes - (Adding, dividing, subtracting - "taking away") - will come to be meaningful as the child:

a. Adds one more chair so all the group may be seated.
b. Divides a cookie with another child.
c. Takes away an extra plate from the table.

10. Experiences Involving Counting:

a. Rote: "I can count to ten."
b. Rational: "Please count the scissors, we need five."
c. Serial: Jumping rope - 1, 2, 3, 4, . . .
d. Ordinal: "I'm the first one here today." "May I have the second turn?" "This is my fifth birthday."
e. "Cluster" Counting: "I knew there were four blocks and I didn't even count them."
f. "Look at my bead design. See? 2-3-2-3 . . ."

11. Experiences Involving Use of Number Symbols:

a. "My bus is number 4."
b. "My phone number is 348-3900. What is yours?"
c. As the teacher looks in her book for a favorite song, a child says, "It's on page 11."
d. "My house number is 762. How do you make a seven?"
e. "I like to watch Bugs Bunny on Channel 3."

12. Vocabulary Associated with Numbers:

During the everyday living experiences in the kindergarten most of the following words will come into the conversation of the children and teacher:

above
add
after
alike
all a
always
another
arch
back
balance
before
behind
below
beside
between
big
bigger
biggest
block
both
bottom
buy
by
calendar
cent
center
change
circle
clock
coin
compare
corner
cost
count
couple
cube
cup
curved
cylinder
date
day
deep
different
dime
distance
divide
dollar
double
down
dozen
duet
each
empty
enough
equal
far
feet
fifth
first
five cents
follow
foot
fourth
front
full
gain
gallon
group
half
heavy
height
high
hour
how many
how much
huge
inch
large
last
left
length
less than
light
little
long
low
many
measure
middle
minute
money
month
more than
most
narrow
near
next
nickel
none
number
numbers (1-100)
numeral
o'clock
old
once
often
ounce
oval
over
pair
part
pay
penny
pint
pound
quart
quarter
quartet
rectangle
right
round
ruler
row
same
second
seldom
separate
set
several
shape
short
single
size
sixth
small
some
square
stamp
take away
tape measure
tall
thick
thin
third
time
times
tiny
today
tomorrow
top
triangle
trio
turns
twice
under
up
upper
week
weight
whole
wide
width
yard
yard stick
year
yesterday
young
zero

13. Finger Plays for Number Fun:

Rhymes and finger plays are not only fun for children but can introduce them to vocabulary of numbers as well as other aspects of quantitative thinking. These will suggest others to the teacher:

Cardinal numbers: FIVE LITTLE CHICKADEES

Five little chickadees sitting in the door.
One flew away and then there were four.
Four little chickadees sitting in a tree.
One flew away and then there were three.
Three little chickadees looking at you.
One flew away and then there were two.
Two little chickadees sitting in the sun.
One flew away and then there was one.
One little chickadee left all alone.
He flew away and then there were none.

Action: As each verse is sung, the chickadees sitting in the door, in turn fly from the line, about the room and back to sit with the other children.

Ordinal numbers: LITTLE SQUIRRELS

Five little squirrels sitting in a tree.
The first one said, "What do I see?"
The second one said, "I see a gun."
The third one said, "Come on, let's run."
The fourth one said, "Let's hide in the shade."
The fifth one said, "I'm not afraid."
Then "Bang" went the gun and how those squirrels did run.

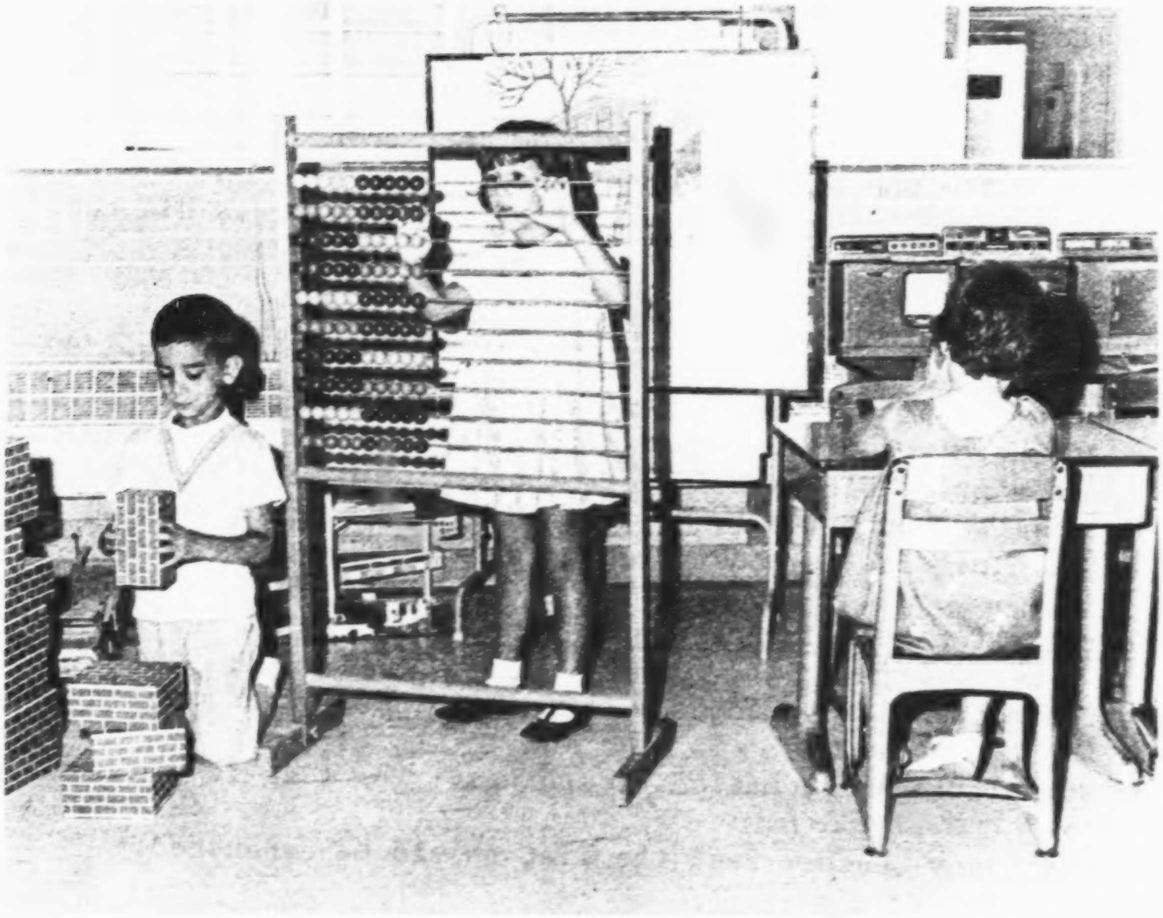
Counting and Size Concept: BALL FINGER PLAY

Here's a ball. (Small circle made with thumb and index finger.)
And here's a ball. (Large circle made by using both hands.)
And a great big ball I see. (Huge circle made by using both arms.)
Shall we count them? Are you ready? One, two, three. (Each of the circles is made as counted.)

14. Materials for Stimulating Number Interest:

The following list includes materials which will afford opportunities for stimulating mathematical learnings. The list is not exhaustive, nor ought any teacher feel the list should be exhausted.[2]

Airline and railway schedules
Beads
Bean bag toss
Blocks, small, medium, large
Bowling
Bus Schedule
Calendar
Cash register
Clock in room
Clock puzzle
Clock, wooden
Commercial counting devices
Counting blocks
Dominoes
Paper plates, paper bags
Peg boards
Play money
Recipes (cooking and art material)
Ring toss
Scales
Small wheels
Dowel sticks
Empty boxes
Flannel board with felt numerals and objects
Jigsaw puzzles emphasizing numbers
Lotto
Lumber
Marbles
Measuring cups
Measuring spoons, plastic
Napkins
Newspaper advertisements
Number cards
Old alarm clock
One-half pint, pint, and quart bottles
Spools
String and ribbon to be measured
Thermometer
Time Tables
Teacher-Pupil-made counting devices
United States coins
Yardstick



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[1] Robison, Helen F. and Spodek, Bernard. New Directions in The Kindergarten. Page 107. Teachers College Press, Columbia University, N.Y.

[2] A Guide for Teaching in the Kindergarten. State of Minnesota Department of Education, St. Paul, Minnesota. (Adapted)

E. ART

"There is a deep natural desire on the part of young children to express themselves through art. Thoughts and feelings which, perhaps, they cannot adequately express with their limited vocabulary, are eagerly splashed out in bold colors or squeezed out in clay. They can translate into art some of the feelings which are above and beyond their words . . ."[1] They gain confidence and control in handling crayons, brushes, paints, clay, wood, and tools as they discover and experience the many possible uses of these materials. They feel the satisfaction of creating something of their own and of having their horizons broadened.

"Teachers make it possible for children to experiment; to see and enjoy beauty, forms, and textures, to manipulate; and to express what they imagine, know, and experience. They are aware that sensations from experience with artistic materials are the beginnings of a child's artistic productivity."[2]

"Children develop concepts gradually and require practice opportunities to help them materialize, concretize, and verbalize new ideas before they can become stable and dependable. Many practice situations in most kindergartens tend to be of the nonverbal variety, such as opportunities children have to organize and express their ideas in clay, paint, crayons, blocks, and other unstructured media."[3] Verbal opportunities for meaningful generalization are planned after children have had many opportunities for active and expressive experiences.

1. Values of Art in the Kindergarten

Art Activities

a. Develop good eye and hand coordination.
b Provide opportunities for practice in thinking, reasoning, and decision making.
c. Provide opportunities for desirable tensional outlets through creative expressions.
d. Provide means for vocabulary building and language development.
e. Prepare for writing.
f. Develop small muscles in the hands.
g. Can give insight to the child's personality.

Art is not only a picture for the child, it is his way of expressing his thinking in a concrete and a visible manner. It has a meaning for him. Adults must try to see the picture through his eyes. The understanding teacher will say, "Tell me about your picture." Not, "What is that?"[4]

2. Experiences with Artistic Materials

Painting and Drawing

a. Experiment freely with tempera and finger paints.
b. Mix and experiment with color, becoming more aware of it; make satisfying color choices.
c. Express their thoughts, ideas, and feelings creatively in ways which have meaning and interest for the individual child and which come from their experiences, such as making a mural after an interesting trip or listening to a story.
d. Experience joy in creating and interpreting their own work.
e. Enjoy the productions of other children in the group.
f. View and enjoy some of the work of famous artists.

Modeling and Constructing With Clay, Dough, Wet Sand, and Soap

a. Pound, punch, squeeze, and shape the materials for the emotional and esthetic value of such activities.
b. Become aware of the textures and consistency of clay, sand, soap, and plasticine.
c. Shape and reshape objects for increasing levels of satisfaction and expression.
d. Learn what they can and cannot do with different materials.
e. Use manipulative toys in sandplay; later use accessory toys, such as trucks, trees, and animals.

Working with Wood

a. Discover some of the characteristics of woods--their color, texture, hardness, and suitability for certain purposes.
b. Experiment with sizes and shapes of materials.
c. Construct objects, toys, and models.
d. Gain skill and self-discipline in using tools, such as hammers, saws, pliers, nails, and sandpaper.

Using Other Materials

a. Print repetitive designs with such objects as spools, leaves, bolts, and scraps of wood.
b. Plan and arrange pleasing furnishings for a center in the room or the playhouse.
c. Design and make original decorations for holidays or other special occasions.
d. Express ideas through carpentry and block building.
e. Select and use cloth for such purposes as upholstering play furniture, making tops for cars and trucks or sails for sailboats.
f. Make interesting and original collages from paste and scraps of paper, metal, wood, thread, and cloth.[5]

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[1] Leavitt, Jerome, ed. Nursery-Kindergarten Education. New York McGraw-Hill Book Company, 1958, p. 146.

[2] Berson, Minnie. Kindergarten--Your Child's Big Step--New York. E. P. Dutton & Company, 1959, p. 74.

[3] Robison, Helen F. and Spodek, Bernard - New Directions in the Kindergarten - Teachers College Press, Columbia University, N. Y. p. 133, 134.

[4] Gore, Koury - Educating Children in Nursery Schools and Kindergartens. U. S. Government Printing Office, Washington, D. C., 1964.

[5] Sparks - Education in Kentucky for Children Under Six - Department of Education, Frankfort, Kentucky.

F. MUSIC, RHYTHMS, AND GAMES

Music is often heard throughout the day in a kindergarten where creative activity is encouraged. Children spontaneously sing as they play if they feel comfortable, secure and free.

Observation of children in their play will reveal rhythmic ability. You will find them swinging, running, skipping, walking in a definite rhythmic movement, not all children following the same pattern. All children cannot match a set rhythmic beat, but each child has his own rhythm. Listen as they talk and utter sounds at work and at play. You'll hear a rhythmic repetition of words and sounds, a singing tone often expressing feeling and meaning.

1. Individual Responses

Music is one of the aesthetic experiences invaluable in building an integrated personality because it allows every child to respond in terms of his own background, his interests, and his needs. It is a direct experience, a means of enjoying life through an immediate and creative response. Music fosters a sense of togetherness, of belonging to the group. It is one of the finest mediums for freeing the child of his fears. To the little child much in his environment is strange, unknown, and apparently threatening; much that causes anxiety and insecurity. A natural, spontaneous expression of musical feelings will help dissipate many emotional disturbances and facilitate social adjustments.

2. Use of Musical Instruments

The teacher needs to provide space and some equipment for music. Children need plenty of space in which to move, instruments to play, a record player and recordings accessible for use. There may be an alcove or corner for musical instruments that invite manipulation. These instruments should be varied from time to time. Drums different in tone quality, bells of various sizes, tonal wood blocks, and the xylophone are some instruments that encourage experimentation.

Rhythm bands as they have been frequently used discourage creative manipulation of instruments. Children like to use tambourines, triangles, drums, and bells in groups. Often they will form such groups themselves and experiment with their "own band." This is very different from a band arranged by a teacher, "led" by a child "conductor" and controlled by the rhythm pattern set by an adult. When children play together in this way sensitivity to tone is blocked rather than encouraged. There will be times when two or more children will experiment together. The teacher needs to be alert for opportunities to guide the use of instruments, so that satisfying music experiences will result.

A piano in the kindergarten is an asset. It can be used any time of the day. The children, curious about it, love to investigate it. Under proper supervision they learn much from this investigation without disturbing others or damaging the piano. Music may still be a vital experience, if a piano is not available. Without one, the teacher may use a pitch pipe to get the correct tone for singing. A portable record player can be used at times for rhythms and for appreciation of music. Drums and other instruments are occasionally used to accompany rhythmic movements.

3. Singing

It is natural for children to sing when they are happy. This love and spontaneity must be cherished and developed. Singing should essentially be an experience of fun and satisfaction. Keeping in mind the child's stage of development in music, the teacher helps him to raise his own standard of achievement but never in a way that will destroy his love for singing. For the four- and five-year-olds, the informal type of musical experience is most profitable. When learning a new song, the children should hear the whole melody through several times before attempting to sing it. Songs that fit into their experiences and moods will be more quickly learned. These and folk songs are best for young children. The teacher's voice can do much to encourage light pleasant tones. The average tone range for songs should be within middle C to C or D above.

In choosing a song for the young child, one must be careful that it:

a. Is within the experience of the child.
b. Is short with simple, clear melody.
c. Expresses one mood in music and words.
d. Is rhythmic and artistic.

The grouping for singing should be informal. Children like to gather around the piano or sit on the floor and in chairs arranged informally. All children should be encouraged to sing. Little emphasis is placed on singing techniques in kindergarten though good quality of singing is constantly sought. It is much easier for children to match a voice than the tones of an instrument. The piano is generally used as accompaniment after children know the song.

A guitar and an autoharp are good because they are such intimate and cozy instruments to hold and strum as teacher and children sit on the floor. Also, toy stores and dime stores have inexpensive (under $1.00) xylophones which are fine for tapping out simple tunes.

Children like to have their parents and friends enjoy songs with them. This should never be a time for showing off, but of sharing with others. Another group of children may be invited to hear some favorite songs and perhaps sing their favorite ones. Adult friends may come to listen and often to join in the singing. All such gatherings should be informal and joyful.

Teachers and children need to keep an experimental and creative attitude toward music. Music experiences must be considered in the light of present understanding of child growth characteristics. Then, indeed, will music furnish satisfying and rich experiences in the kindergarten.[1]

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[1] Leaflet No. 12 from Portfolio for Kindergarten Teachers, Published by the Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D. C., 20016.

G. PHYSICAL EDUCATION

All growth is continuous and follows an orderly sequence, but takes place at varying rates of speed. Growth is cumulative, with each stage of development influencing the stages that follow. It must be remembered that there are marked individual differences among children at every stage of growth and development. Girls usually develop faster than boys, especially in the coordination of smaller muscles.

Generally, the kindergarten child is full of energy and has a tremendous drive for physical activity. Within the kindergarten room and outdoors, space and equipment must be available for play: for vigorous activities, informal games, dramatic play, and other activities.

The teacher should set up physical education objectives such as:

1. Develop physical fitness and good posture through a variety of physical activities.
2. Develop ability to perform basic muscular development skills such as: climbing, skipping, hopping, jumping, and stretching.
3. Develop ability to throw, bounce, kick, and catch a ball.
4. Develop coordination through participation in rhythms, singing games, and stunts.
5. Participate in games of simple organization suitable for both directed and free play.
6. Develop skill in use of materials.
7. Develop use of the senses through seeing, hearing, feeling, touching, and tasting various appropriate objects and materials.
8. Develop appreciation for wholesome associations and recreation through small and large group games.
9. Develop an understanding of the part sleep, rest, proper food, fresh air, cleanliness, and exercise play in making a healthy body.
10. Develop ability to secure release from tensions through physical activities.
11. Develop habits and skills for the protection of self and others.

3

PHYSICAL PLANT AND EQUIPMENT

The physical environment has a direct bearing on the way in which the kindergarten class operates. Although the quality of the child's school environment is primarily in the hands of his teacher, the classroom should provide a fruitful setting for children to learn and to enjoy. The school administrator and the architect have a joint responsibility for planning and providing such a setting.

The kindergarten room should be planned for and arranged in the best possible way. A good kindergarten room will be a self-contained classroom and a self-service room where children can develop independence in serving themselves with facility and effectiveness.

A good kindergarten room should:

1. Provide sufficient uncluttered space to allow for efficient use.
2. Allow for flexibility in use of space and equipment.
3. Allow for group interaction and freedom of movement.
4. Provide an atmosphere of serenity and attractiveness rather than one of confusion.
5. Provide good lighting, but avoid glare.
6. Provide a safe and comfortable environment.
7. Provide sufficient storage space for each child's belongings.

Location

Perhaps the best location for a kindergarten room is at the end of a wing and near primary rooms. It should have its own entrance or be near one. Exposure toward the general playground is not desirable. A door opening to the outside kindergarten play area is desirable.

Size

The minimum indoor floor space recommended by the State Department of Education is 35 square feet and 300 cubic feet of air space per child.

However, 50 to 60 square feet per child is more desirable to allow for lockers and other facilities. The room should be planned for both large group activities and independent or small group work. The furniture should be so arranged that the teacher can supervise from any given point. A smaller room adjoining or an alcove with folding doors will provide a quiet space for work or rest when children require time away from class groups and will also serve as a conference room for teacher or parents. It is desirable to equip this room with storage units along one wall, adult-height work counter, some low shelves, a small table and chairs, a teacher's desk, filing cabinet, and two informal adult chairs. This smaller area should be kept cheerful and attractive.

Centers of Interest

1. Floor space - large, unobstructed, warm, and draft-free for games, rhythmic activities, group meetings, and rest areas.
2. Physical activity - wheel toys, blocks and boards, climbing apparatus, sand table.
3. Playhouse area - preferably in a corner, containing kitchen unit, chest of drawers, doll bed, rocking chair.
4. Story and library center - library table and chairs, book shelves, easy chairs.
5. Block building and store space - one foot deep or pull-out carts.
6. Music center - piano, record player, rhythm instruments with storage place for equipment.
7. Woodworking center - work bench, or small sawhorse benches, storage for paint, lumber, and tools.
8. Science center - display and storage space.
9. Audio-visual facilities - electric outlets, daylight screen, seating space 20 feet from screen, bulletin board.
10. Art center - Formica counter top, with large shelves underneath for storing paper, child-height sink with counter. Double easels or substitute, e.g., sloped panel of vitrolite surface for drawing or painting.

Besides chairs and tables of suitable heights, the kindergarten room should have storage space for unfinished work and space enough that some construction can be left intact for a day or longer, if desirable.

Ample display areas are necessary. A small, wheeled platform for clay jars is a useful piece of equipment. All the manipulative materials for painting, drawing, cutting, pasting, working with clay, etc., should be easily accessible to the children for current use.

Health Facilities

Toilet, lavatory, mirror, soap and towel dispensers. Kindergarten rooms need an adjoining toilet room, equipped with an exhaust fan. There should be one toilet for every ten children. Appropriate size fixtures should be provided. A single toilet room for kindergartens can serve both sexes, although community attitudes in some cases may dictate other arrangements. The drinking fountain should be away from the toilet area. There should be a First-Aid kit with minimum equipment.

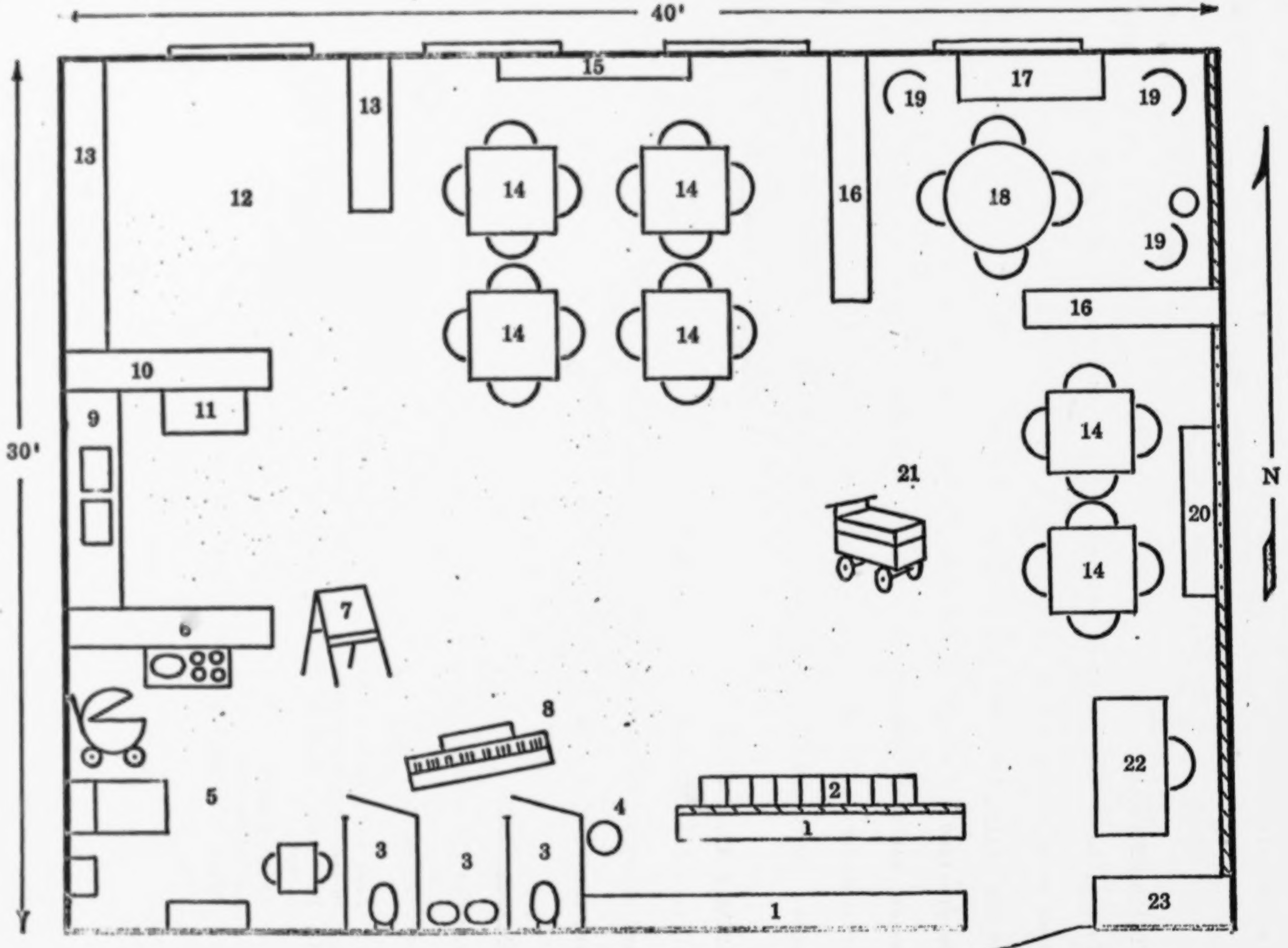
Lockers and Closets

Lockers for children should be large enough to store outdoor clothing and personal possessions, and, if possible, placed so that contents are not visible from the room. A coat closet for the teacher is useful.

Storage Space

Besides the storage areas listed earlier, additional storage space is needed for:

1. Rest mats/cots - easy access and replacement very necessary.
2. Housekeeping equipment - brooms, sponges, pans, etc.
3. Pictures - file of shallow, pull-out drawers, approximately 2" x 18" x 20".
4. Large papers - 18" x 24" - wide, shallow pull-out drawers are satisfactory.
5. Rolls of wrapping paper, newsprint, and cutter.



ROOM B

1. Lockers
2. Horizontal ladder
3. Toilet area
4. Drinking fountain
5. Playhouse
6. Counter with cupboards above and below
7. Easel
8. Piano
9. Counter and sink
10. Cupboard—opening toward windows
11. Workbench
12. Block building area
13. Block storage
14. Tables and chairs
15. Science Table
16. Book cases
17. Aquarium and plants
18. Library table
19. Lounging chairs
20. Puzzle cupboard
21. Service cart—art materials
22. Teacher's desk
23. Teacher's Wardrobe

▨ Bulletin Boards ▤ Chalkboard

A Suggested Arrangement

The diagram included is not intended to represent a kindergarten room which is ideal in size and shape, but to illustrate some good features. The sketch on the preceding page and comments relating to it are adapted from A Guide for Teaching in the Kindergarten, Curriculum Bulletin No. 25, State of Minnesota, Department of Education, St. Paul.

Floor surface is poor because asphalt tile is laid directly on cement. There is only one entrance, the room is remote from building exits.

On the other hand, the room has some good features. Ceilings are about 9 feet high and acoustically treated; abundant fluorescent light is provided; windows are adequate in size and so located that children can look out; locker areas are within the room, but wraps, resting mats, and other possessions are not exposed to view from the room; toilet facilities and drinking fountains (slant-streamed), formica-covered counters and sinks are within the rooms; storage space is provided for teachers' possessions and wraps; both chalkboard and bulletin board areas are provided. Storage space, though limited, provides for storage of large sheets, packages and rolls of paper; space under the sink and at the end of the art supply cupboard provides storage for housekeeping equipment, vases, clay, and other miscellaneous items.

The climbing apparatus provided is good because it allows for optimum activity but occupies a minimum of space. The size and shape of the tables provide for flexibility of use and arrangement and permit small, social groupings of children. The portable materials cart provides for flexibility in setting up "supply stations." The floor tile is attractive of mottled pattern and fairly light, unobtrusive color. It is free of distracting, pseudo-educational "game markings," alphabets or designs.

The block-building space is adjacent to block storage, the playhouse is somewhat shut off from vigorous play area, easel is near the sink, library features both light and privacy. Scattered tables provide for less concentration of children. The piano shelters entrance to washroom and is in position for teacher to observe rhythm activities. Climbing ladder may be out where it provides plenty of space or may be easily pushed back out of the way. Two areas of bulletin board space are available. Toys near block area may stimulate interesting play. The movable materials cart may be kept near art supply cupboard or moved to work areas.

The teacher has made good use of the cupboards by the entrance door. One cupboard is used for balls, jump ropes, and other things which may be used indoors or outdoors. The other is used for the teacher's personal possessions and wraps. High shelves are reserved for illustrative materials which are used only occasionally.

A small room adjoining the kindergarten, or an alcove with folding doors within the room, is desirable. Such an area will provide a quiet place for children's work or rest and will also serve as a conference room for teacher or parents.

SUGGESTED MATERIALS AND FURNISHINGS

Permanent Equipment

The following equipment should be provided for a kindergarten to adequately care for twenty children. Floor space provided should be from 960 to 1280 square feet.

Tables - These should be made of durable wood or lightweight metal with silencers on legs and water and stain-resistant tops.

6 to 8 tables with 18"x36" and 24"x36" tops and 20", 22", and 24" high
4 round tables 36" in diameter and 20", 22", and 24" high
1 table of adult height for work or serving

Chairs - Chairs should be designed to promote correct sitting posture; be made of hardwood or light metal; have hardwood seats; be "stackable"; and legs should be equipped with silencers.

25 chairs with seats 8", 10", 12", and 14" high
6 to 10 adult chairs
3 small rocking chairs

Cabinets - Cabinets should be built in lightweight, portable sections; some with open shelves; others with doors; backs of cabinets can provide bulletin board or display space.

24 individual cabinets or 3 cabinets each with 8 individual compartments, each compartment 48" high, 6" wide, and 10" deep with hooks and with a built-in shelf 9" from the bottom
6 to 8 cabinets 48" long, 14" deep, and 48" high with open shelves for blocks and toys
2 cabinets with doors, for cleaning equipment and dishes
2 cabinets, adult height, with shelves for general storage

Display spaces - These should be made of soft fiberboard or cork and placed at the child's eye level.

20 to 30 square feet

Chalkboard - Twenty to 30 square feet of chalkboard is desirable.

Picture files - Every kindergarten should have a picture file for the teacher and another file open for use by the children. Pictures in the children's file should be mounted on durable, heavy paper of neutral color.

4 drawer file for teacher
1 drawer file 18" x 14" x 12" open, on 10" stand, for children

Bookcases - Bookcases should have space between shelves wide enough to accommodate large picture books and still-life arrangements.

2 bookcases 36" long, 14" deep, 50" high

Equipment for resting - Cots are recommended but quilted pads may be substituted if they are provided with washable covers to keep the pads clean.

20 cots 52" long, 27" wide, and 12" high
20 lightweight washable cotton blankets

Miscellaneous equipment

1 United States flag
1 9' x 12' rug
4 wastebaskets
1 set nursery stairs

SPECIAL EQUIPMENT AND SUPPLIES[1]

Art equipment and supplies:

1	Dozen brushes, paint, 1" camel hair, 12" handle and short handle
1½	Dozen brushes, paint, 1½" camel hair, or bristle, 12" handle and short handle
1	Dozen brushes, paint, 2" bristle, 12" handle
1	Dozen brushes, paste, or 2 pkgs. paste sticks
2	Large boxes chalk, colored
200	Lbs. clay moist
12	Clay boards, 9" x 12"
12	Containers, pt., plastic or metal with covers for paint
24	Dozen crayons, bulk, pressed, 5/8" diameter, 4 dozen each, red, green, blue, brown; 2 dozen each, orange, yellow, violet, pink, black
1	Dozen crayons, large, marking
4	Easels, double, raised paint trays with holes for jars
1	Garbage can, plastic, with liner, for clay
12	Qts. Modeling dough
62	Lbs. paint, cold water, 5 lbs each, white, violet, orange, brown; 7 lbs. each, yellow, blue, red, black, green, white
6	Pts. paint, finger, 1 each, red, yellow, green, blue, brown, black; or, 1 can paint, powdered in each of above colors
4	Pkgs. paper, bogus, 500 sheets to pkg.
5	Pkgs. paper, construction, 12" x 18", assorted colors
8	Pkgs. paper, finger painting, 16" x 22", or glazed shelf paper
5	Reams paper, manila, rough, 12" x 18", 500 sheets to pkg.
3	Pkgs. paper, poster, 18" x 24" assorted colors
3	Pkgs. paper, tissue, red, white, blue
2	Reams paper, unprinted news, 18" x 24", and 24" x 36", 32 lbs. to ream
10	Reams paper, unprinted news, 24" x 36", 32 lbs. to ream, assorted colors
1	Roll paper, white, butcher
1	Roll paper, brown wrapping, 36" wide, or 2 rolls 18" wide
2	Rolls paper, wide shelf
3	Qts. paste
1	Dozen pencils, large lead
1½	Dozen scissors, blunt
6	Scissors, left-handed, blunt
2	Balls string
24	Sheets tag board, manila or colored, 24" x 36"
10	Lbs. wheat paste powder (for making finger paint)
6	Hanks yarn, bright colors

Audio-visual equipment and supplies:

Clock
Clock dial
Costumes and chest
Films
  Filmstrips
  Flannel board
1 Globe, large
  Pictures for files (on adult activities, animals, birds, child activities, family activities, foreign countries, Mother Goose, nature study, nursery rhymes, seasons, special days, stories, and reproductions of famous paintings)
Picture books
Puppets
Viewmaster stereoscopes
Access to the following should be established:
  1. 1 map, state, outline
  2. 1 map, U. S., simplified, political
  3. Projectors--sound, slide, opaque, filmstrip
  4. Screen
  5. Tape recorder
  6. Television

Craft equipment and supplies:

Woodworking
4 Sheets beaver board
1 Brace
6 Brushes, paint, 1", for wood work
4 Clamps, 4" openings
6 Dowel bits, extension lip, short, 2 each, ½", 3/8", ¼"
24 Dowel rods, assorted sizes
5 Pts. enamel, 1 pt. each, yellow, red, blue, green, white
4 Hammers, 13 to 16 oz. weight
6 Lbs. nails, 5/8" to 1¼", fine wire, large heads
1 Qt. oil, linseed
9 Pts. paint, house, 1 pt. each, white, yellow, red, blue, black, green, violet, brown, orange
2 Pliers
1 Qr. sandpaper, mixed numbers
2 Saws, crosscut, 16'
2 Screwdrivers
1 Qt. shellac, white only
3 Pkgs. slats, plain, 10" long, soft wood
4 Pkgs. slats, plain, 6" long, soft wood
1 Qt. turpentine
  Wood soft pine, as needed
1 Workbench, carpenter's, with 2 vises, or 4 individual sturdy wooden work tables, or 4 low broad-topped sawhorses, with vises
1 Yardstick

12-15 Puzzles, jigsaw, simple wooden, interlocked or framed, 12-20 pieces
1 Puzzle frame, wooden or steel
6 Reins
1 Ring toss

Playhouse Toys:

Bathinette
1 Bed, large and sturdy enough to hold child
3 Brooms
1 Bureau or chest of drawers
1 Cash register
3 Chairs
Cooking utensils
Costumes for dress up
1 Cupboard for dishes
1 or more doll carriages
2 Sets dishes, unbreakable
2 Dustpans, long handles
1 Laundry set, large enough for real use
1 Mirror
Play money
1 Property box
1 Refrigerator
1 Rocker
1 Sink
1 Stove
1 Suitcase, small
1 Table
2 Telephones

Toys:

2 Sets animals, wooden and rubber
Airplanes, Wooden
2 Boxes beads, large, to string
Boats
Cars, wooden
Color cone
Farmyard set
Furniture, doll house, wooden
Lacing boot
Lock box
2 Peg boards, landscape
1 Peg board, round pegs
Top
Trains, wooden
Trucks, wooden

Wheel Toys:

2 or more Tricycles
2 or more Wagons
2 or more Wheelbarrows

SCIENCE EQUIPMENT AND SUPPLIES

1 Aquarium, large
1 Cage, for visiting pets, removable bottom
1 Cage, insect
1 Compass, magnetic
Flower boxes and containers, various sizes
1 Set of garden tools
Iron filings
3 Magnets, bar, U, horseshoe
1 Magnifying glass
Preserving fluid for specimens
Pulleys, various sizes
Seeds and bulbs
Spring balance
1 Terrarium, large
1 Thermometer
Tuning fork
1 Watering can, galvanized

STATIONERY EQUIPMENT AND SUPPLIES

1 Box adhesive mending tape
2 Boxes chalk, yellow dustless
4 Boxes clips, paper, large
½ Dozen erasers, chalkboard
4 Boxes fasteners, round head, 100 to box, 1 box 3/4", 2 boxes 1", 1 Box 1½" or 2"
2 Boxes (labels), gummed
1 Magic Marker
1 Roll masking tape
1 Roll paper, gummed, 2" width
10 Reams paper, writing, without rulings
1 paper cutter, gravity, 18" blade, with holder
1 Pencil sharpener
2 Dozen pencils, beginners
1 Box pins
1 Punch, large eyelet, and eyelets
2 Boxes rubber bands
1 Rubber stamp outfit
12 Rulers, 12" with ½" and 1" markings
2 Rolls scotch tape
2 Staplers, large
8 Boxes, staples
6 Balls string
4 Boxes thumbtacks, 3/8", or 100 to box
2 Sticks or pkgs. wax, bulletin board
3 Yardsticks

Housekeeping equipment and supplies:

- 3 Brooms, child size
- 1 Brush, floor
- 12 Yards cheesecloth, dusting
- 3 Dustpans, long handle, child size
- 1 Mop, floor
- 1 Mop for dishes
- 2 Pails
- 1 Pitcher, aluminum or plastic
- 6 Cards safety pins
- 4 Sponges
- 12 Pkgs. tissues, paper, 500 to pkg.
- Vases, various sizes

Lavatory:

- Dispenser for liquid soap
- 1 First aid cabinet
- 1 Paper towel container
- 24 Pkgs. towels, paper 150 to pkg.

Luncheon:

- 6 Pkgs. napkins, paper 1000 to pkg.
- 20 Boxes straws, single

Music equipment and supplies:

- Musical instruments:
  - Autoharp, (12 bar)
  - Cymbals
  - Drum
  - Rhythm sticks
  - Sand blocks
  - Song bells or melody bells
  - Tambourine
  - Tom tom
  - Tone block
  - Triangle
  - Xylophone
- Phonograph and records
- Piano and bench
- Teaching aids
  - Chromatic pitch pipe
- 12 Scarfs for creative rhythms

Play equipment and supplies:

- Apparatus--indoor and outdoor
  - Barrels
- 6 Boards, with cleats

1 Climbing structure
1 Helms wheel
1 Ladder, low horizontal
1 Ladder, step, 5 ft., safety catch
Packing boxes, large wooden
Sand
2 Sandboxes, covered, indoor and outdoor
Sand toys
6 Sawhorses, various sizes
1 Seesaw
1 Slide
1 Steering wheel
2 Sets Steps
6 Stickhorses
6 Swings
1 Turning bar, low 10' long
3 Walking beams or boards, with cleats at ends
Wheels for converting boxes into auto, airplane, etc.

Building Blocks:

1 Set of unit type solid building blocks for dramatic play (about 500 blocks), including straight cut as well as circular and arched blocks
12 Hollow blocks, unit
18 Hollow blocks, double unit
6 Hollow blocks, quadruple unit
6 Boards, cleated
12 Boards, plain
1 Set of blocks which fasten together to make permanent structures large enough to accommodate children
1 or 2 sets "stay-put" blocks fastening together with snaps, bolts, or pegs

Dolls:

2-6 Dolls, unbreakable, 2 washable
1 Set family dolls, wooden, plastic or rubber
Doll clothes
Dolls, paper

Games:

6 Balls, rubber, 3 large and 3 small
6 Bean bags
8 Deck tennis rings
2 Hoops
6 Jumping ropes, individual, and 3 group
1 or 2 Picture domino games
1 or 2 Picture lotto games

Access to:

Duplicator
Kiln

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[1] Adapted from Heffernan, Helen and Todd, Vivian Edminston, The Kindergarten Teacher, D.C. Heath & Company. Boston, 1960, pp. 59f.

4

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3615 Wisconsin Avenue, N.W.
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A Partial List of Professional Organizations which publish Pamphlets and Bulletins

National Association for the Education of Young Children
(formerly National Association for Nursery Education)
Executive & Membership Office
3770 Massachusetts Avenue, N.W.
Washington, D.C. 20016

$5.50 Membership includes subscription to Young Children (bi-monthly).
$10.00 Membership includes free copy of all publications.
This Association focusses on the education and well-being of children under eight years of age.

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Publishes Childhood Education monthly, September-May. Subscription $5.50.
Also publishes pamphlets.
Concerned with the education of children 2-12.

Child Study Association of America
9 East 89th Street
New York, N.Y. 10028

Publishes many excellent pamphlets, also list of selected children's stories.
Catalogue on request.
Concerned with parent, child and family education.

The Play Schools Association
120 West 57th Street
New York, N.Y. 10022

Good publications list, some films.

National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Wide variety of publications.

Bank Street College of Education
69 Bank Street
New York, N.Y. 10014

Catalogues of selected children's books on request.
Professional publications for teachers and parents as well as children's stories and texts.

Teachers College, Columbia University
Bureau of Publications
New York, N.Y. 10027

GOVERNMENT PUBLICATIONS

Office of Economic Opportunity
Project Head Start
Washington, D.C. 20506

A source of much new material.

Children's Bureau
U. S. Department of Health, Education and Welfare
Washington, D.C. 20201

Many pamphlets of interest to educators of young children are available.
Especially useful:
Children: Published six times a year.
An interdisciplinary Journal for the professions serving children.
Concerned with national issues regarding children and youth.
(Annual subscription $1.25).
Order from:
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

*University of the State of New York
The State Education Department
Bureau of Child Development and Parent Education
Albany 1, N.Y.

*Board of Education of the City of New York
Publications Sales Office
110 Livingston Street
Brooklyn, N.Y. 11201

*In most states and cities the Department and Board of Education offer free (often very useful) publications. Recently the interest in Head Start has given impetus to films, recordings and publications for teachers and directors working with young children. They should be explored for new materials.

ADDITIONAL RESOURCES

Public Affairs Committee
22 East 38th Street
New York, N.Y.

Purpose:
to educate the American public on vital economic and social problems.

Publishes many pamphlets (25¢ each) on Family and Intergroup Relations, Social Problems, Health and Science.

Child Welfare League of America
44 East 23rd Street
New York, N.Y. 10010

Publishes Child Welfare, a professional journal concerned with child welfare services (annual subscription $5.00) plus many pamphlets on this subject.

Mental Health Materials Center - Human Relations Aids
104 East 25th Street
New York, N.Y. 10010

A central service for distribution of materials. May have publications lists.

Directory of Manufacturers and Distributors

Acco Products, A Div. of Natser Corp.
Ogdensburg, N.Y.

Advance Crayon & Color Corp.
136-138 Middleton Street
Brooklyn, N.Y.

American Plastic Fabricating Co.
2347 W. Washington Blvd.
Los Angeles 18, Calif.

Aero Service Corp.
10 E. Courtland Street
Philadelphia 20, Pa.

Antioch Bookplate Co.
Yellow Springs, Ohio

Farquhar Transparent Globes
3724 Irving Street
Philadelphia 4, Pa.

Fisher-Price Toys, Inc.
East Aurora, N.Y.

Folkways Records & Service Corp.
121 West 47th Street
New York, N.Y. 10036

Freda Miller Records for Dance
131 Bayview Avenue
Northport, L.I., N.Y.

Griggs Equipment, Inc.
Belton, Texas

Apsco Products, Inc.
3855 W. Pico Blvd.
Los Angeles, Calif.

Badaco-Ellis, Inc.
1446 Merchandise Mart
Chicago 54, Illinois

Ceramichrome, Inc.
5215 S. Broadway
Gardena, Calif.

Community Playthings
Tifton, N.Y.

Cram Co., Inc., George F.
210 E. Washington Street
Indianapolis 7, Ind.

Creative Playthings, Inc.
P. O. Box 1100
Princeton, N.Y.

Conoyer-Geppert Co.
4135 Ravenswood Avenue
Chicago 40, Illinois

Enrichment Materials, Inc.
246 Fifth Avenue
New York, N.Y. 10001

Judy Co.
310 N. 2nd Street
Minneapolis 1, Minn.

Laguna Beach Books
P. O. Box 441
Laguna Beach, Calif.

Let's Learn Productions
709 E. Washington
Urbana, Illinois

Million Manufacturing Co.
Box 516
Santa Barbara, Calif.

Modern Educational Aids
P. O. Box 209
Wilmette, Illinois

National Geographic Society
16th & M Streets, N.W.
Washington, D.C.

Grosset & Dunlap, Inc.
1107 Broadway
New York, N.Y. 10010

Hammond and Co., C.S.
515 Valley Street
Maplewood, N.J.

Helberg Enterprises, Inc.
8327 Lawndale
Skokie, Ill.

Holgate Toyrs, Inc. a Div. of
Playskool Mfg. Co.
3720 N. Kedzie Avenue
Chicago 18, Illinois

Hubbard Scientific Co., T.N.
P.O. Box 105
Northbrook, Illinois

Hudson Products
Pinehurst, Washington

Ideal School Supply Co.
8312-46 Birkhoff Avenue
Chicago, Illinois

Johnson and Johnson
New Brunswick, N. J.

Science Education Products Co.
1796 Middlefield Road
Redwood City, Calif.

Science Kit
Box 69
Tonawanda, N.Y.

Science Materials Center, Inc.
220 E. 23rd Street
New York, N.Y. 10010

Seaver Toy Company
3050 N. Lima Street
Burbank, Calif.

Shwayder Brothers, Inc.
1050 S. Broadway
Denver 17, Colo.

Sifo Company
353 Rosabel Street
St. Paul 1, Minn.

Northern Indiana Plastic Corp.
716 E. Loncoln Way
La Porte, Ind.

Perry Company
P. O. Box 7187
Waco, Texas

Pickwick Sales Corp.
8-16 43rd Avenue
Long Island City 1, N.Y.

Playskool Mfg. Co.
3720 N. Kedzie Avenue
Chicago 18, Illinois

Product Miniature Co., Inc.
Pewaukee, Wisc.

Radio Corp. of America
RCA Victor Record Div.
155 E. 24th Street
New York, N.Y. 10010

Rhythm-Time Records
P. O. Box 1106
Santa Barbara, Calif.

Russell Manufacturing Co.
Leicester, Mass.

Sound Book Press Society, Inc.
36 Garth Road
Scarsdale, N.Y.

Stone Products, R.H.
Box 414
Detroit 31, Mich.

Superex Electroncis Corp.
4-6 Radford Place
Yonkers, N.Y.

Testa Mfg. Co.
10126 E. Rush Street
El Monte, Calif.

Toy Tinkers, Div. of A.G.
Spalding & Bros.
Evanston, Illinois

Weber Costello Co.
Chicago Heights, Illinois

Zaner-Bloser Company
612 N. Park Street
Columbus, Ohio